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ABSTRACT

The social and emotional development needs of fourth and fifth grade students (N=16) with learning disabilities were addressed through development and implementation of a 12-week awareness program called "Pupils' Over-Whelming Esteem Rise" (Project POWER). This project targeted: (1) self-awareness; (2) social awareness; (3) coping, organizing, problem solving, and planning; and (4) evaluation, through author-made games, activity sheets, creative projects, and use of technology. At program completion, most students demonstrated awareness of their specific learning style strengths and weaknesses and were able to use this knowledge when interacting with peers and teachers. A student-generated computer presentation showing their understanding of learning styles had a positive effect on student self-esteem. Increases in social skills and self-esteem were documented by pre/post-test differences. Appendices include educator, parent, and student concern surveys; learning/teaching style inventories and explanations; hemispheric mode indicator and game; self-evaluation scale and results; and a program outline. The complete program guide is attached, with examples of numerous learning activities for the project's targeted skills. (Contains 27 references.) (DB)

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A SOCIAL/EMOTIONAL AWARENESS PROGRAM FOR LEARNING DISABLED STUDENTS

by

Brenda M. Susla

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A Practicum Report

Submitted to the Faculty of the Center for Advancement
of Education of Nova University in partial fulfillment
of the requirements of the degree of
Educational Specialist

The abstract of this report may be placed in a
National Database System for reference.

July/1994

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Abstract

A Social/Emotional Awareness Program for Learning Disabled Students.
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The Center for Advancement of Education.

Descriptors: Self-awareness/ Self-esteem/ Self-concept/ Social/emotional concerns of Learning Disabled/ Peer Relationships/ Understanding Differences/ Social Skills/ Behavior Problems/ Lack of Motivation/ Defense Mechanisms/ Counseling Strategies/

The social and emotional concerns of fourth and fifth grade learning disabled students were addressed through development and implementation of an awareness program called Pupils' Over-Whelming Esteem Rise (Project POWER). This project targeted: (A) self-awareness, (B) social awareness, (C) coping, organizing, problem-solving, and planning, and (D) evaluation, through author-made games, activity sheets, creative projects and use of technology. Most activities may be integrated into academic subject areas, and sufficient material and ideas are provided for use throughout a school year.

At the completion of this program, students became aware of their specific learning style strengths and weaknesses and most were able to use this knowledge when interacting with peers and teachers. A student-generated computer presentation had a positive effect on student self-esteem.

Appendices include educator, parent, student concern surveys; learning/teacher styles inventories and explanations; hemispheric mode indicator and game; self-evaluation scale and results; and a program outline. The complete Project POWER packet is included as an attachment.

Authorship Statement/Document release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Brenda M. [illegible]
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Practicum Title A Social/Emotional Awareness Program For Learning Disabled Students

Student's Name Brenda Susla

Program Site Pinewood El. School **Date** 6/3/94

Observer's Name Marion Zborowski · Marion Zborowski
(please print------------------------sign)

Observer's position S.L.D Teacher **Phone #** 407-287-0002

Observer's comment on impact of the project (handwritten):

Mrs Susla did many individual and cooperative learning activities the students now know and discuss their learning styles with pride.

Mrs. Susla has taught a computer program to my students. This program has proven, to them, how smart and creative they are.

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CHAPTER I

Purpose

Background

One of eight elementary schools, the five year old target school was centrally located in an affluent county on the southeastern coast of Florida. The parent population, predominantly made up of blue and white collar workers, could be counted on to work with school personnel in meeting the academic, social, and emotional needs of their children. According to the 92-93 Florida School Report, the total school population consisted of 870 students, 775 Caucasian, 46 Black and 12 Asian. This report stated further that there were 175 exits and entries after the first day of school, indicating the mobility of this population.

Grade levels ranged from pre-kindergarten to fifth with an average class size of 25. There were two preschool classrooms with a total of 31 children. One of these classrooms was for developmentally delayed children in an Exceptional Student Education Program and the other for the disadvantaged, potentially at-risk regular education student. In addition, the following Exceptional Student Education programs existed: two self-contained Varying Exceptionalities (VE) programs, one a transitional kindergarten class, the other for third through fifth grade students; two Specific Learning Disabilities (SLD) resource rooms with a total of 47 students; two self-contained Emotionally Handicapped (EH) programs, one for students in kindergarten through second grade, and the other for third through fifth grade; a Gifted resource program; and a Speech/Language resource program. The special academic needs of students not in Exceptional Student Education programs were met through an Alternative Education class for fourth and fifth graders and two Chapter 1 reading resource classrooms for all qualified students. The 157 students who received free lunch and the 46 receiving reduced lunch, qualified this school to receive Chapter 1 funding.

The total school staff consisted of a principal, assistant principal, guidance counselor, mainstream consultant, speech/language clinician, media/computer specialist, alternative education teacher, two Chapter 1 teachers, eight Exceptional Student Education teachers, 35 regular education teachers (which included two physical education, one music and one art teacher), twelve teacher assistants (nine full-time, three part-time), and three full-time secretaries.

As the guidance counselor, responsibility for the social/emotional well-being of all students was a major concern. Referral, placement, and follow-up of students in special programs was also a guidance counselor responsibility. In addition, the guidance counselor was often called upon to facilitate an understanding of the unique needs of the student to the parents, teachers and students themselves.

Problem Statement

Beyer, Opalack, and Puritz (1988) found that some school children who have learning disabilities feel embarrassed and even unworthy because they have not experienced social and academic success. In order to perform confidently and successfully, a person must first believe in one's self (Rubin, Dorle, Sandidge, 1977). This statement supports the idea that positive feelings (high self-esteem) can promote happiness, social acceptance and achievement, while low self-esteem can contribute to failure.

Chalfant (1989) indicated that in various state statistics, as many as 26 percent to 64 percent of all pupils served in special education programs are classified as learning disabled. According to P.L. 94-142:

> Specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. Disorders may be manifested in listening, thinking, reading, talking, writing, spelling, or arithmetic. Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

In fact, about six to ten percent of all school age children in the United States have some form of learning disability (Vachon, 1989). As a result, the level of self-esteem in this large group of school children, labeled learning disabled, is cause for concern.

Research on social functioning has consistently verified that students with learning disabilities receive high ratings of rejection from their classmates (Stone, LaGreca, Weiner, as cited by LaGreca and Vaughn, 1992). Because of this, the Interagency Committee on Learning Disabilities (ICLD) in its 1987 report to Congress recommended the adoption of a new definition of learning disabilities which would include social skills deficits as a specific learning disability (Kavanagh and Truss, as cited by LaGreca and Vaughn, 1992). Even though this definition has neither been approved by Congress nor adopted by the United States Department of Education, it does show the high degree of concern prevalent among parents, professionals and researchers regarding the social and emotional well-being of learning disabled students. Children who are rejected by peers report higher levels of depression, loneliness, and social anxiety than do their more accepted classmates. (Asher and Wheeler; LaGreca, et al., as cited by LaGreca and Vaughn, 1992). These authors further noted that children and adolescents who experience interpersonal difficulties are at-risk for later psychological adjustment difficulties, dropping out of school, and juvenile delinquency.

Despite these alarming findings, the reader must be cautioned that the presence of a learning disability itself is not necessarily to be associated with social/emotional difficulty. Other factors such as teacher perceptions, teaching methods, home/school environments, learning styles and physical appearance must be considered as a whole. As a group, learning disabled students appear to be as heterogeneous as the non-learning disabled sector. Nevertheless, as a group, learning disabled students do appear to need assistance in becoming aware of their academic, social and emotional strengths and weaknesses so that they may become better equipped to develop the coping skills (strategies) needed to deal with the diverse demands of school and life in general.

Considering this background information, a social/emotional concern survey, developed by this author, was distributed to a group of 85 elementary educators, composed of guidance counselors, fourth and fifth grade learning disability and regular education teachers. Eighty percent of the surveys were returned.

The five top teacher-perceived social/emotional concerns of students with learning disabilities were:

Educator's Survey Results: (Appendix A: 51)

1. Lack of organizational skills - (97%)
2. Low self-esteem - (94%)
3. Difficulty making decisions - (91%)
4. Feeling different - (88%)
5. Wish they had as many friends as others - (85%)

These professionals felt these results were true for learning disabled students always or some of the time.

In addition, parents of the fourth and fifth grade learning disabled students in the target school and the 18 target students were surveyed. The top five concerns of both groups were reported. Seventy-two percent of the surveys were returned by parents. All eighteen students completed the student survey.

Parent Survey Results: (Appendix B:53)

1. Lack of organizational skills - (92%)
2. Feels different - (69%)
3. Gets teased often - (69%)
4. Does not always understand learning disability - (62%)
5. Lower self-esteem - (61%)

Student Survey Results: (Appendix C:55)

1. Difficulty making decisions - (69%)
2. Wish for as many friends as other students - (62%)
3. Feels different - (62%)
4. Gets teased often - (46%)
5. Involved in school conflict - (46%)

Both parents and students felt these results were true for learning disabled students always or some of the time. Interestingly, the survey results from the larger group of educators indicated a higher perception of social/emotional concerns for students with learning disabilities than did most results on the student and parent survey. Nevertheless, all survey results did indicate areas of significant social/emotional concern.

Description of Target Group

Originally, the targeted group consisted of 18 students. However, two students moved, leaving 16 (15 male, one female), ranging in age from 9.2 to 12.4, with the mean being 11.4. Nine students were fifth graders, and seven were fourth graders. Time spent in the learning disabilities resource room ranged from 100 minutes to 720 minutes per week, with 540 minutes being the mean.

Full scale Weschler Intelligence Scales for Children - Revised (WISC-R) quotients ranged from 77 to 123 with 98 being the mean score. Verbal intelligence scores ranged from 78 to 117 with the mean 94. Performance scale scores ranged from 75 to 139 with 101 being the mean. WISC-R subtest scores on the Comprehension and Picture Arrangement

Subtest were also reviewed as a possible indicator of social adjustment. Comprehension scores ranged from 6 to 15 with 10 being the mean score. Picture Arrangement scores ranged from 5 to 19 with 12 being the mean score. Three students had scores below 9 on the Comprehension Subtest and four students had scores below 9 on Picture Arrangement. Two of these four students also had low scores on the Comprehension Subtest. These two students were observed closely during the Practicum Project implementation period. In addition, reading standard scores on the Woodcock-Johnson Achievement Test were reviewed. Scores ranged from 69 to 100, with the mean score being 91.

The Social Growth and Conduct portion of the semester Report Card was also reviewed. Four students were rated by their regular education teacher in one or more areas of the Social Growth and Conduct Section as (N) needs improvement. The results at the end of the first semester were:

Self-control - N (3)
Courtesy and cooperation - N (2)
Obeys rules - N (1)

In the Work Habits Section of the Report Card, thirteen students were rated in at least one or more areas as (N) Needs Improvement or (U) Unsatisfactory. The results are:

Listens attentively - N (5)

Follows directions - N (2)

Organizes work - N (3)

Works well in groups - N (2)

Completes assignments - N (4)

Neat and careful work - N (5)

Uses time well - N (6), U (1)

Puts forth best effort - N (7), U (1)

The results of the Student Concern Survey conflicted with the teacher-reported information on the Report Card and the results of the Parent and Teacher Concern Surveys. Both parents and teachers indicated that the learning disabled student lacked organizational skills. However, these students did not perceive this to be an area of significant concern. The research of Clever, Bear, Juvonen (1992) noted that students with learning disabilities do not always have an accurate perception of their ability or social acceptance. Again, the results indicated a need to assist learning disabled students better understand their strengths and weaknesses in order to develop an accurate awareness of their social and emotional self.

Outcome Objectives

In order for learning disabled students to understand their specific strengths and weaknesses, and to raise their general level of self-esteem, a social/emotional awareness program was developed by this author. The overall outcome objectives for this program were:

1. After 12 weeks of social/emotional awareness instruction and activities, 80 percent of the 16 fourth and fifth grade learning disabled students will show an increase in self-concept as measured by pretest and posttest results on the Piers-Harris Children's Self-Concept Scale.

2. After six weeks of self-awareness instruction and activities and based upon the individual student results of an author-adapted learning styles inventory, 100 percent of the 16 fourth and fifth grade learning disabled students will be able to summarize their specific learning style in their portfolio record when asked to do so by this author.

3. After 12 weeks of self and social awareness instruction and

activities, 80 percent of the 16 fourth and fifth grade learning disabled students will show an increase in positive social skills, as measured by a pre and post Teacher Skills Checklist found in Skill-Streaming the Elementary School Child.

4. After completion of the 12 week social/emotional awareness program, 90 percent of the 16 fourth and fifth grade learning disabled students will rate themselves positively on an author-adapted, Self-evaluation Scale. (Attachment A:143)

CHAPTER II

Research and Solution Strategy

A Review of the Literature

Historically, the emphasis in schools has been on academic achievement, even though the importance of other variables has been well documented. These variables may include self-concept, locus of control, affect, motivation, attitude about school, subject interest, curiosity, temperament, creativity, and social sensitivity (Lyons and MacDonald, 1990). Mercer (1987) noted that many learning disabled students have feelings of low self-worth due not only to repeated academic failure, but also to other personal and social disappointments and frustrations.

Self-concept or self-esteem is a multidimensional concept composed of all the perceptions people hold of themselves, which involve their feelings, attitudes, and knowledge, concerning their abilities, skills, social acceptability, and appearance (Haynes & Comer, 1990). However, the research on self-concept of children with learning disabilities has been complex, and at times, contradictory. For example, despite being in the normal range of ability, learning disabled students have been shown to have significantly lower self-perceptions of scholastic competence than normal achieving students. This negative self-perception may be further translated into poor motivation and unwillingness to try (Bender and Golden, 1988). Yet, learning disabled students have not always been shown to have a lower self-perception with regard to their physical appearance, or even social acceptance (Bear, Clever and Proctor; Grolnick and Ryan; Kistner and Osborne, as cited by Clever, Bear, Juvonen, 1992). These authors found that some learning disabled students may rate themselves positively in feelings of self-worth, despite low academic achievement, for the following reasons: they downplay the importance of scholastic competence; they compare themselves to less competent classmates; they may be in a state of unconscious denial; they may be confused as to the real and ideal self; or they may have actually developed a healthy perception of their strengths and weaknesses.

Research showed that when rated by their peers, children with learning disabilities receive low ratings of acceptance and high ratings of rejection (LaGreca and Vaughn, 1992). One possible explanation for this poor peer acceptance might be that the same processing and cognitive deficits that interfere with academic learning also interfere with social learning. Learning disabled students may not understand nonverbal behaviors, intentions, or desires of others. Some may even misinterpret neutral statements and actions made by others as threatening. As a result, these students engage in more visually distracting behaviors, more direct, intrusive, and demanding social entry and less socially appropriate behavior in peer play (Kazin, as cited by LaGreca and Vaughn, 1992).

Even in an earlier study, Hoyle and Serafica (1988) found learning disabled students showed significantly lower levels of social reasoning, especially in regard to friendship formation and conflict resolution. They, too, found these students have difficulty grasping the fine points involved in making friends and resolving conflicts. Their resolution strategies often reflected dominance or submission rather than the development of win-win solutions. In general, most studies of students with learning disabilities have shown them to have a low social self-concept, more external locus of control orientations, high anxiety levels, and low expectancies for success in personal interaction.

Because the group of learning disabled students as a whole is as heterogeneous as the regular education group of students, the literature was further reviewed to locate studies aimed at improving self-esteem in both groups. One helpful method might be for the teacher to instruct the students in the use of effective learning strategies. Gage, as cited by Covington (1984), found that when junior high school students discovered they could improve their recall performance by using various mnemonic devices, they used these techniques on their own outside the classroom. At the Annual Convention of the Council for Exceptional Children in 1991, Bennerson et al. noted the use of mnemonics to teach appropriate social skills. These authors felt that children can be empowered to solve their own problems if they have been given the methods to do it. In a study completed by Schunk (1985), students trained in learning strategies and in setting performance goals developed feelings of higher self-confidence as well as improved academic skills.

However, before students can be empowered, teaching styles and methods need to be reviewed. Hoyle and Serafica (1988) found a positive correlation between teacher perception of poor student behavior, and the likelihood that these students would receive low ratings of "liking" from their classmates. Students who have difficulty learning often feel unsuccessful, even "stupid", and unaccepted by both their classmates and teacher (French, 1990). Use of the cooperative learning approach has often been used as an effective method of preventing negative perceptions. With this approach, students can take responsibility for teaching parts of a joint assignment to members of their team, thereby learning the rewards of cooperation over competition, and effort over ability as sources of personal growth.

Work by Silver and Hanson (1980) found that in order for teachers to be more effective in meeting the academic and emotional needs of their students, the potential of the students must be assessed in terms of how information is learned, rather than what is learned. Without such an approach to teaching, the tendency might be to label students as smart, dull, quick, slow, dependent, independent, etcetera. These authors found that the personality is a set dualities in opposition. For example, an individual is both adult and child, articulate and confused, caring and apathetic, reflective and impulsive; process oriented and product oriented; objective and subjective; concrete and abstract. With maturation, unconscious preferences are developed. These preferences affect not only style of learning, but style of teaching. This diversity in the individual might be interpreted as a communications challenge between teacher and learner. Every person must feel that their personal style of learning and working has worth, not lesser or greater than another person, but unique and valued. Silver and Hanson (1980) believed that when this happens, both students and teachers have a better self-concept because they feel less threatened by others, more willing to take risks, try new things, and learn from their mistakes. Additional research studies on learning style completed at St. John's University and more than sixty other institutions showed gains every time in the areas of learning and achieving better, and in the areas of liking school and self. The success of this type of instruction has won 15 national and international awards (Dunn, as cited by O'Neil, 1990).

Gage, as cited by Covington (1984), concluded that how one learns is just as important as what one learns. Understanding how the brain functions concerning learning and feelings has been a complex undertaking. There has been much criticism over the lack of an appropriate psychometric instrument to measure self-concept. However, on the instruments that do exist, the correlation between general self-concept and achievement has been mildly to moderately positive (Lyons and MacDonald, 1990). Interestingly, research by Yong and McIntyre (1992) showed that learning disabled students and gifted students had more similarities than differences when it came to learning style preference. Understanding how learning disabled students learn, think, and feel might result in improved achievement and self-concept. Researchers such as Onstein and Sobel, as cited by Caine and Caine (1990), feel that learning and emotions cannot be separated.

The prevalence of social deficits among children with learning disabilities has also made social skills training an important intervention strategy in improving peer acceptance and self-concept. Milich, as cited by Juvonen et al. (1992), pointed out that individually based social skills programs may be effective in changing social behavior, but not in improving the child's acceptance by peers. Finding that few interventions have successfully accomplished this goal has been a cause for concern (McIntosh, Vaughn and Zaragoza, 1991). In a large analysis of the research, these authors reviewed twenty-two studies that reported the effects of social skills training and interventions with 572 learning disabled children between five and nineteen years of age. Five of the 22 studies measured the effects of peer social acceptance. Only two of these five reported significant improvement in peer ratings. Ten of the twenty-two studies reported positive effects in controlled settings where the skills were taught, but little carry-over to natural settings. However, six studies of older subjects, trained specifically in job-related skills, did show carry-over to the work setting.

Another unfortunate observation reported by Northcutt, as cited by McIntosh, Vaughn, and Zaragoza (1991), was that teachers and peers did not always perceive positive changes in social skills. These authors felt that future research must identify which intervention components are effective with particular subgroups of learning disabled students. In addition, other variables of self-concept, such as academic achievement, attractiveness, athletic ability, teacher perception, etc., must be considered in determining the effectiveness of social skills training.

The literature also states that the perception of significant others, such as teachers and parents, is a vital factor to consider. For children with academic disabilities who are placed in special education classes, perception of parental acceptance is closely and positively associated with self-esteem (Morvitz and Motta, 1992). A positive, sensitive, caring atmosphere in school is also essential for the development of healthy self-concepts among the students. This can be seen in the results of the Piers-Harris Children's Self-Concept Scale, administrated to 174 fourth and sixth grade students. Half of the students attended the School Development Program (SDP), which fostered self-esteem, at Yale University Child Center, and half in control schools. Pretest and posttest results showed significant positive changes in self-concept observed among the SDP students, but not among the control students (Haynes and Comer, 1990).

Eldridge, as cited by Gurney (1987) reports the results of an investigation with 211 children aged eight to twelve who had experienced a classroom guidance program called Developing Understanding of Self and Others (DUSO). A similar treatment group allowed teachers to develop their own approach to self-esteem enhancement. The results showed both groups reported significant improvement in levels of student self-esteem. This study suggested that teacher commitment to the process of self-esteem enhancement is more important than the curriculum package.

The research of Borba and Borba (1989) contended that self-esteem influences cognitive growth, and student behavior; therefore, self-esteem awareness needs to be part of every school curriculum. However, Hayes and Fors (1990) cautioned educators to maintain a realistic perspective of their capabilities to "teach" self-esteem versus "enhancing" self-esteem. No program can provide all the components necessary for the significant behavioral changes which self-esteem can influence. Nevertheless, educators generally agree that higher levels of self-esteem are the by-products of successful educational experiences.

Solution Strategies

In conclusion, the work of three researchers greatly impacted the solution strategies developed by this author. First, Juvonen et al. (1992) stated that future research must identify which social skills intervention components are effective with learning disabled students. This author attempted to do this through the survey of students, parents, and teachers and through a teacher rating of those social skills that corresponded to survey generated concerns. Second, Silver and Hanson (1980), Covington (1984), and Dunn (1990), maintained that how students learn (learning styles) is more important than what they learn. Informing the target students about their unique learning style became a high priority. Third, Hayes and Fors (1990) reminded educators to enhance, not teach, self-esteem by providing successful education experiences.

With these suggestions in mind, the author developed and implemented a social/emotional awareness program for learning disabled fourth and fifth grade students. Units of study focused on providing an awareness of learning styles, positive social skills and coping strategies. The activities in this program were designed to provide the student with successful educational experiences while using specific information about learning styles. The underlying emphasis of this program was to improve student self-concept.

CHAPTER III

Method

Activities

A social/emotional awareness program for fourth and fifth grade learning disabled students was implemented to facilitate an understanding of personal strengths and weaknesses, and to improve their social skills when interacting with peers, teachers, and parents. The weekly activities which these students completed helped them to develop the understanding and skill needed to deal effectively with their social and emotional concerns.

Two weeks prior to implementation of this Practicum Project, the target students, their parents, and fourth/fifth grade regular education and SLD teachers were invited to an evening dinner meeting so that this author could explain the purpose of the project. The video, "How Difficult Can It Be?" was shown, along with a demonstration of a computer program that students would be using. Florida Diagnostic and Learning Resources System (FDLRS) provided the video and an educational consultant to demonstrate and explain the computer program. In addition, strategies and activities that would be used to empower students in addressing their social/emotional concerns were shared by this author. These activities were based upon the results of a September 1993, county-wide survey of fourth and fifth grade learning disabled students. The following top five student concerns had emerged:

1. Difficulty making decisions.
2. Desire for as many friends as other students.
3. Feeling different.
4. Being teased.
5. Involvement in school conflict.

The final packet of activities was named Pupils' Over-Whelming Esteem Rise (Project POWER). (Attachment A:60-143) The project was divided into four major sections: (A) Self-Awareness, (B) Social Awareness, (C) Coping, Organizing, Problem-solving and Planning, and (D) Evaluation. Each section has included specific objectives, suggested activities, and materials needed. Activity sheets and detailed information have also been provided to assist the teacher/counselor in presentation.

The goal of Section (A) was to promote self-awareness and understanding. A major objective of this section was to assist students in understanding the meaning of a learning disability, the different types of disabilities, and to dispel misconceptions. This was accomplished through discussions and activities on the uniqueness of the brain. The Survival Guide for Kids With LD was used as a discussion guide throughout the Practicum Project. An author-made transparency entitled, "Processing of Information" was also used. (Attachment A:74)

Another important objective involved the administration of an author-adapted Learning Styles Inventory to assist students in understanding their learning style. (Attachment A:76) Students discovered their unique style by choosing the best word in each of the 35 rows which described their personality. The column with the greatest number of circled words represented the goal of personality-types which included those who seek excitement, power, perfection, and peace. (Attachment A:81-84) Students then learned that each type has unique positive and negative characteristics with no one type being better than another. Students gained additional insight by completing the author-adapted Hemispheric Mode

Indicator to determine right or left brain preference. (Attachment A:99). The column with the greatest total number of responses indicated the preference. The information gained from these two inventories determined the total learning style of the student, which they then used in social interactions with teachers and peers, and in the completion of Project POWER activities.

Various author-made games, such as BRAIN-O, activity sheets, and creative projects allowed the students to focus on their unique differences and to accentuate their positive characteristics. In the game, BRAIN-O, students randomly filled in numbers from one to 24 on a bingo-type activity sheet. (Attachment A:85-91) This author then read a statement about left or right brain learners. Students were to decide whether the statement was "easy" or "hard" for that type of learner. After the answer, the author gave a number which the students crossed out on their BRAIN-O board.

The culminating creative project in this section involved making paper in order to make a mask of the face. Colors chosen to make the paper for the face mask reflected student feeling. Pictures and words were cut out from magazines and newspapers and posted around the mask. These described the students' learning style. The students found this paper-making process so interesting they directed and produced a video called, "How to Make Paper Masks" and presented it to the art teacher. Students who wished to apply for the position of camera person, wrote a letter describing their suitability and former experience. Most activities, such as this, could be integrated into academic subject areas such as language arts, reading, and math. Cooperative learning techniques were used in group activities. These groups often included a student from each of the four learning styles. Also in this self-awareness section, the students became familiar with a computer program that allowed them to generate a student presentation on individual differences and learning styles.

In Section (B) the goal of the project was to increase the social awareness and understanding of the student. The main objective was to assist the student in correctly identifying feelings about self and others, so that positive interaction would be the result. Specific social skills, such as listening, joining in, dealing with losing, and showing sportsmanship were practiced. Cooking activities, educational games, computer programs, and cooperative learning groups fostered these cooperation skills. Emphasis was placed on resolving conflicts in a win-win manner.

In addition, using the local newspaper as part of the reading curriculum, and appropriate computer software, students made personalized newspapers. Among the sections included was a classified ad for a friend with similar learning style characteristics. Students used the Florida Information Resource Network (FIRN) to communicate with others about learning styles and to make new friends using technology. These activities lent themselves to integration into reading and language arts.

Haiku poetry was also written and assembled into a booklet to assist students in expressing feelings. Additional author-made activity sheets and creative activities were used to reinforce the previously mentioned objectives.

The goal in Section (C) was to assist the students to develop skills in coping, organizing, problem-solving and planning. Specifically, this author wanted to address time management, setting goals, making appropriate decisions, and taking responsibility for actions. However, more time was needed to deal with these topics effectively. Using author-made activity sheets, students did practice brainstorming as a route to decision-making.

(Attachment A:134) In addition, much time was spent evaluating student study skills in relation to their learning style. Helpful techniques for attending to class presentations, completing homework, and taking tests were covered. (Attachment A:127-130) In order to assist students in understanding the style of their teacher, students completed an author-adapted Teaching-Style Inventory. (Attachment A:132)

The conclusion of this project, Section (D), included the student completion of an author-adapted Self-evaluation Scale (Attachment A:143) and student comments about the Project POWER. (Attachment B:144-148) This allowed the student to assess the progress made and determine areas that needed continued work. This scale would be of greater benefit to students if used both before and after Project POWER. In this way, a visual standard of growth would be available to the student.

Originally, this author, a guidance counselor, had envisioned presenting one lesson a week for 12 weeks. However, after two weeks, it became apparent that more time was needed to thoroughly address the social/emotional student concerns and to complete the activities that had been developed to facilitate this goal. All activities had been designed for use by a learning disabilities teacher or guidance counselor, and could easily be integrated into academic subject areas. As a result, teacher involvement increased and a team approach evolved. The weekly time set aside for this project increased from one lesson a week to daily participation. The school guidance counselor and learning disability teacher team approach worked well in addressing personal feelings and issues that these activities often generated.

Resources

The Practicum Project was presented in the SLD resource room to fourth and fifth grade SLD students. The SLD teacher, who also acted as observer, played an active role in integrating the activities into the reading, language arts, and math lessons. This emphasized the importance of understanding learning style and allowed students to use this newly acquired information on a daily basis. Teacher involvement had a positive impact on this program.

The principal of the school, this author's mentor, provided the necessary access to all equipment, personnel, and records required to complete the Practicum Project. This assistance was especially helpful in providing copies of all activity sheets to the students. In addition, a color computer was made available to allow the target students to become acquainted with a newly acquired program. As a result, these students generated a computer presentation which showed their understanding of learning styles and individual differences. Since teachers at this school site had not been introduced to this computer program, the target students would now be capable of demonstrating and, in effect, teaching the teachers the benefits of this exciting program. In fact, this program was purchased by the county media coordinator, not only to be used in this Practicum Project, but to demonstrate its potential to the faculty in the target school. In addition, a video camera and xap camera were made available by the media coordinator. This allowed pictures of student work to be pulled into the student generated computer program.

A parent, who was familiar with most aspects of computer technology, volunteered in assisting this author and the target students with technical problems that arose as the students generated their presentation.

Educational consultants from FDLRS provided instruction to the students on learning styles. They also spent hands-on time with the students introducing the possibilities of the computer software which would be used. FDLRS also provided a workshop on learning styles to educators from two counties. This author had the opportunity to participate and incorporate this information into the project.

Induction into the use of FIRN was provided by the resource teacher for the Gifted students. Since FIRN was housed in the Gifted resource room, the target students had access to the use of FIRN in that location. SLD and Gifted students worked harmoniously together, building positive regard for each other.

In addition, creative instructional ideas and material were graciously shared by the art teacher. Many of the project activities could not have been completed without assistance from this teacher.

Most activities found in Project POWER were developed from resources available to the school guidance counselor. These resources included books, reproducible activities, games, and self-concept scales.

Monitoring

The plan for monitoring student progress was changed from reviewing weekly journal entries to reviewing weekly student maintained portfolios of completed work. In addition, students were observed as they made presentations to their classmates and parents, generated their computer presentation on learning styles and differences, used FIRN without assistance, and demonstrated appropriate social skills during small group and class participation.

Evaluation

After 12 weeks of social/emotional awareness, instruction, and activities, 81 percent of the 16 fourth and fifth grade learning disabled students showed an increase in their total self-concept score as measured by the pretest and posttest results of the Piers-Harris Children's Self-Concept Scale. Two students, who were monitored closely during the Practicum Project because of scores below 9 on both the WISC-R Picture Arrangement and Comprehension Subtest, showed insignificant change in pretest and posttest results.

After six weeks of self-awareness instruction and activities and based upon the individual student results of an author-adapted learning styles inventory, 100 percent of the 16 fourth and fifth grade learning disabled students were able to summarize their specific learning style when asked to do so orally and in a student generated computer presentation.

After 12 weeks of self and social awareness instruction and activities, 88 percent of the 16 fourth and fifth grade learning disabled students showed an increase in positive social skills, as rated by the teacher on a pre and post Social Skills Checklist found in Skill-Streaming the Elementary School Child. Ten of the 60 skills found in this checklist were chosen to facilitate the teachers in pre and post assessment. These skills, which corresponded to Project POWER objectives were: 1. listening, 2. ignoring distractions, 3. playing a game, 4. knowing your feelings, 5. expressing your feelings, 6. recognizing another's feelings, 7. using self-control, 8. responding to teasing, 9. problem solving, and 10. making a decision.

After completion of the 12 week social/emotional awareness program, 86 percent of the 16 fourth and fifth grade learning disabled students rated themselves positively, by indicating most of the time or always, when evaluating themselves on the author-adapted Self-evaluation Scale. (Attachment A:143)

CHAPTER IV

Results

In order to assess the target student overall level of self-concept, the Piers-Harris Children's Self-Concept Scale was used as a pretest and posttest. This self-report test, sub-titled "The Way I Feel About Myself", can provide specific cluster scores in the areas of behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness, and satisfaction. However, for the purpose of this Practicum Project only results based on the total test raw score, (total number of positive responses on the various cluster scales) were considered. The test manual indicates, in fact, that this was the most reliable measure of this test. In comparing pre and post self-concept results, 81 percent, or 13 of the 16 targeted SLD students showed an increase in self-concept, six percent or one of the 16 students remained the same, and 13 percent , or two of the 16 students showed a decrease in general level of self-concept.

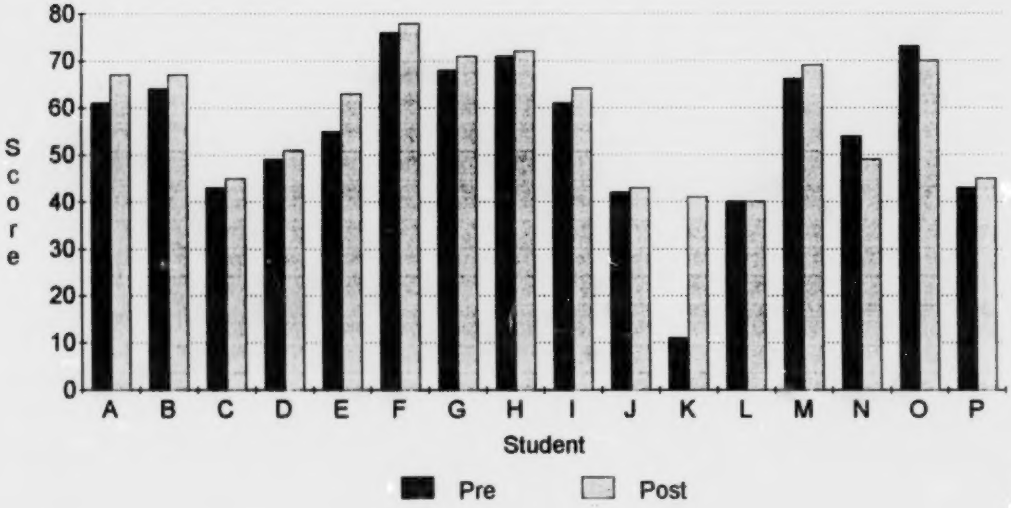


Figure 1

Piers-Harris Children's Self-Concept Scale
Pretest and Posttest Raw Score Results

The authors of the Piers-Harris Self-concept Scale also remind evaluators to note whether a percentile score for the total scale is depressed more than one standard deviation unit below the mean of the sixteenth percentile. This would indicate a need to look further for areas of weaknesses and strengths throughout the specific sub-cluster areas. Even these low scores, however, should be considered with caution since some children set very high standards for themselves, or may be more critical or candid than their peers.

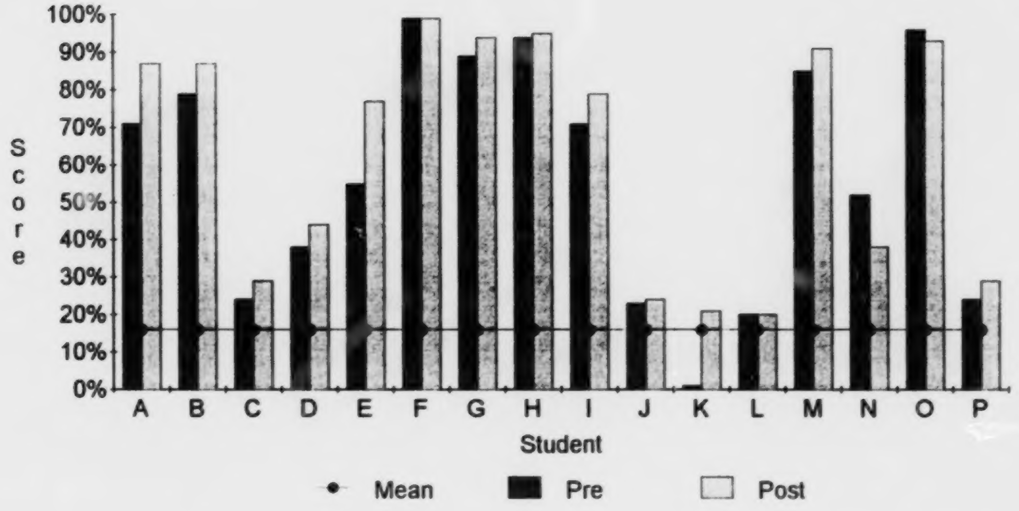


Figure 2

Piers-Harris Children's Self-Concept Scale
Pretest and Posttest Percentile Results

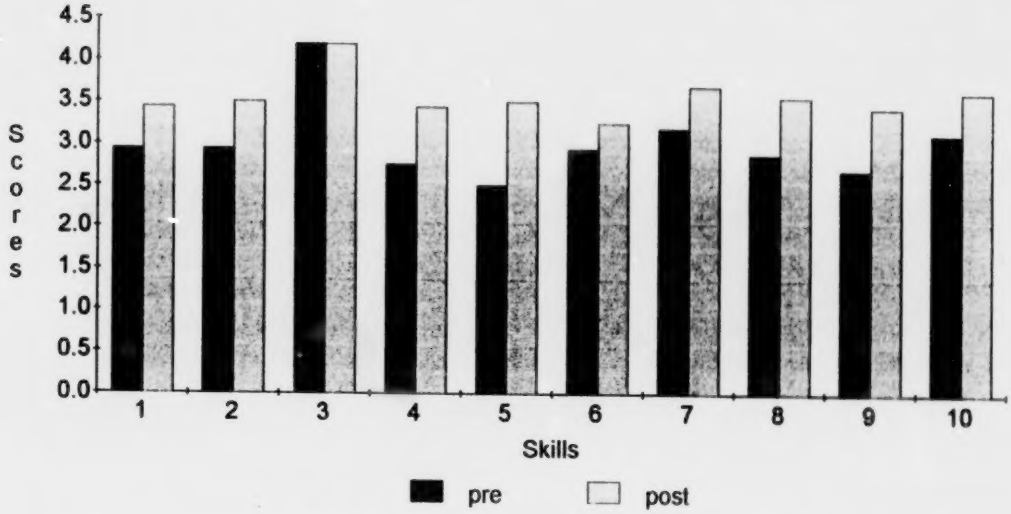
It is interesting to note that only one student (K) fell below the mean on the pretest. This student received services from both the Emotionally Handicapped and Specific Learning Disability programs. However, the posttest results of this student showed an increase in positive responses which indicates an improved self-concept. In addition, one student (L) remained the same. Two students (N) and (O) had a decrease in scores. As can be seen, the total self-concept score for most students was well above the mean of the sixteenth percentile on both the pretest and posttest, indicating good self-concepts.

A second important component of this program addressed the social awareness of learning disabled students. In order to assess this, the SLD resource teacher completed a pre and post teacher skills checklist found in Skill-Streaming the Elementary School Child. The teacher was asked to rate each student on 60 social skills in terms of frequency of use in the following manner: 1. almost never, 2. seldom, 3. sometimes, 4. often, or 5. almost always. In order to facilitate the teacher in completing the posttest evaluation, ten skills were targeted which coincided with the activities and strategies presented in this Practicum Project. Those skills were: 1. listening, 2. ignoring distractions, 3. playing a game, 4. knowing your feelings, 5. expressing your feelings, 6. recognizing another's feelings, 7. using self-control, 8. responding to teasing, 9. problem solving, and 10. making a decision. Pretest and post ratings for each of the ten skills were reported for each student .

	-----SKILLS-----																				
	Listening 1		Ignoring Distractions 2		Playing a Game 3		Recognizing Another's Feelings 4		Knowing Your Feelings 5		Expressing Your Feelings 6		Using Self-Control 7		Responding to Teasing 8		Problem Solving 9		Making a Decision 10		Total	
Student	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
A	3	3	2	3	4	4	3	4	3	4	3	3	2	3	2	3	1	3	4	4	27	34
B	3	3	2	3	5	4	3	3	3	4	3	3	3	3	2	3	2	3	3	3	29	32
C	4	4	2	3	4	5	2	4	2	3	2	3	3	4	3	4	3	4	3	4	28	38
D	2	3	3	4	4	4	2	2	1	3	1	3	3	4	4	4	2	4	2	4	24	35
E	3	4	5	5	4	5	2	3	1	3	3	3	5	5	4	4	4	4	3	4	34	40
F	3	4	2	3	4	5	2	4	2	4	3	4	2	4	2	4	2	4	2	4	24	40
G	3	4	4	4	5	5	4	4	3	4	4	4	3	4	3	4	3	4	3	4	35	41
H	3	4	3	4	5	5	2	3	3	3	3	3	4	4	3	4	3	4	4	4	33	38
I	3	3	2	3	5	5	4	4	4	4	4	4	4	4	3	4	4	4	4	4	37	39
J	3	4	4	4	3	2	4	4	1	3	2	2	2	3	2	2	2	2	2	2	25	28
K	4	3	4	3	4	3	2	3	2	3	3	2	2	2	1	2	2	3	4	4	28	28
L	3	4	4	4	5	5	3	4	4	4	4	4	4	4	4	4	3	4	3	4	37	41
M	2	2	2	2	3	3	1	2	2	3	2	3	3	3	2	3	2	3	2	3	21	27
N	2	3	3	4	5	5	4	3	3	3	3	3	5	5	5	5	4	3	4	3	38	37
O	4	4	3	4	5	5	4	5	4	5	4	5	4	4	4	4	3	4	3	4	38	44
P	2	3	2	3	2	2	2	3	2	3	3	3	2	3	2	3	3	2	4	3	24	28
	47	55	47	56	67	67	44	55	40	56	47	52	51	59	46	57	43	55	50	58	482	570
average	2.9	3.4	2.9	3.5	4.2	4.2	2.8	3.4	2.5	3.5	2.9	3.3	3.2	3.7	2.9	3.6	2.7	3.4	3.1	3.6	30.1	35.6
																	Total average =				3.0	3.6

Figure 3
Individual Skills/Teacher Ratings
Pretest and Posttest Results

Student scores on each skill were then totaled and averaged to reveal a mean pretest and post skill score.



Legend:	Skill Number	Social Skill
	1	Listening
	2	Ignoring Distractions
	3	Playing a Game
	4	Recognizing Another's Feelings
	5	Knowing Your Feelings
	6	Expressing Your Feelings
	7	Using Self-Control
	8	Responding to Teasing
	9	Problem Solving
	10	Making a Decision

Figure 4
Ten Social Skills
Pretest and Posttest
Mean Scores

These results showed 88 percent, or 14 of the 16 targeted students showed a total increase in these social skills, six percent, or one of the 16 remained the same, and six percent, or one of the 16 showed a decrease in skill. The one student (N) who showed a decrease, also showed a decrease on the Piers-Harris Self-concept Scale. No explanation can be offered for this decrease.

Posttest skill increases may be due to the fact that students were rated during and after participation in activities geared to these social skills. Pretest ratings were based upon general teacher perception of the student.

At the completion of the 12 week social/emotional awareness program, an author-adapted Self-evaluation Scale was completed by each of the 16 target SLD students. (Attachment A:143) Eighty-six percent of the students evaluated themselves positively by indicating "most of the time" or "always" in answer to 10 questions on the scale. (Appendix D:57) All objectives for this Practicum Project have been met except for this final one. The desired outcome had been 90 percent of the students would respond in a positive manner on this Self-evaluation Scale. Question numbers 3, 6, and 10, which received the lowest scores, dealt mainly with coping strategies. Because the time spent on understanding learning styles and appreciating differences, was greater, insufficient time remained to adequately complete Section (C) Coping, Organizing, Problem-solving, and Planning. in Project POWER The allotted 12 weeks was not sufficient to thoroughly complete all that was undertaken.

Throughout the Practicum Project, the students' portfolios, which contained activity sheets and creative work, were reviewed by this author and individually discussed and evaluated with each student. One hundred percent of the 16 students were able to state their learning style along with specific characteristics. In addition, most students were able to use their knowledge of their learning style strengths and weaknesses in various social interactions. The student-generated computer presentation on learning styles verified their newly acquired knowledge.

In addition, according to the student Self-evaluation Scale, 94 percent, or 15 of the 16 targeted students, understood what it meant to have a learning disability. Only one student answered, sometimes, to understanding the meaning of a learning disability. (Appendix D:57) A suggestion for future implementation of Project POWER would be to use the student Self-evaluation Scale as a pretest and posttest measure because it has a better correlation to this project than does the Piers-Harris Children's Self-Concept Scale.

In summary, even though most project objectives were met, the gains and losses which did occur on pre and post assessment measures must be considered insignificant. However, of significance was teacher involvement, interest, and willingness to daily integrate activities and reinforce concepts found in Project POWER, especially those on learning styles. This positively affected interest level and made this project more meaningful to the students. The high interest generated by access to novel projects such as making paper, filming a video and generating a computer presentation helped the target students to feel knowledgeable in areas where others, including teachers, were not.

The sensitive, caring environment and initiative provided by the teacher did much to show that self-esteem cannot be taught in isolation, but must be connected to everything one does and with respect for how one does it.

CHAPTER V

Recommendations

The completion of the Practicum Project resulted in a social/emotional awareness program for learning disabled students called Project POWER. Even though this project originally consisted of twelve, 45 minute weekly sessions, the program was expanded and daily integrated into most academic areas. Sufficient activities have been developed so that this program can be introduced early in a school year and continued to the end.

Despite the fact that this program targeted learning disabled students, a more total solution would be to provide in-services on learning styles to all teachers and a similar program to all students. Changing the emphasis from what one learns, to how one learns would have a dramatic effect on the educational and social atmosphere of any school. Understanding uniqueness and fostering acceptance of each student would create a positive school climate.

A secondary positive effect of this Practicum Project was the insight gained by this author into the benefits of integrated learning and student interaction with technology. The underlying goal of increasing self-esteem was truly enhanced when SLD students interacted, using technology, with regular education and gifted students. Technology dissipated all boundaries to learning. Everyone became equal on this new frontier. Interestingly, the target students showed an uncanny ability to master the intricacies of computer software and other technological equipment. Even though pre and post assessment results did not show amazing gains, the daily atmosphere in the classroom during the Practicum Project was one of happiness, pride, and self-confidence. Integrating technology into all areas of education has become a county-wide goal. (Attachment C:149) The activities completed by these target SLD students will be a model for others and will be shared with all elementary learning disabled teachers and guidance counselors throughout the county.

As a result, this author will be most willing to share this Practicum Project with other schools and, if the opportunity presents itself, at local inservices and state-wide conferences.

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Appendices

Appendix A

Educators' Survey

Appendix A

Educators' Survey

Learning disabled students

understand what is meant by a learning disability.
( ) always ( ) sometimes ( ) never
Comment:____

feel they are slow learners - maybe even " retarded".
( ) always ( ) sometimes ( ) never

Comment:____

feel different. ( ) always ( ) sometimes ( ) never
Comment:____

do not like school. ( ) always ( ) sometimes ( ) never
Comment:____

wish they had as many friends as the other students.
( ) always ( ) sometimes ( ) never
Comment:____

have trouble making and keeping friends.
( ) always ( ) sometimes ( ) never
Comment:____

get teased often. ( ) always ( ) sometimes ( ) never
Comment:____

are often involved in school conflict.
( ) always ( ) sometimes ( ) never
Comment:____

lack self-control. ( ) always ( ) sometimes ( ) never
Comment:____

have difficulty making decisions. ( ) always ( ) sometimes ( ) never
Comment:____

lack organizational skills. ( ) always ( ) sometimes ( ) never
Comment:____

have lower self esteem than non LD students.
( ) always ( ) sometimes ( ) never
Comment:____

Appendix B

Parent Survey

Appendix B

Parent Survey

Learning disabled students

understand what is meant by a learning disability.
( ) always ( ) sometimes ( ) never
Comment:____

feel they are slow learners - maybe even " retarded".
( ) always ( ) sometimes ( ) never

Comment:____

feel different. ( ) always ( ) sometimes ( ) never
Comment:____

do not like school. ( ) always ( ) sometimes ( ) never
Comment:____

wish they had as many friends as the other students.
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Comment:____

are often involved in school conflict.
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Comment:____

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Comment:____

have difficulty making decisions. ( ) always ( ) sometimes ( ) never
Comment:____

lack organizational skills. ( ) always ( ) sometimes ( ) never
Comment:____

have lower self esteem than non LD students.
( ) always ( ) sometimes ( ) never
Comment:____

Appendix C

Student Concern Survey

Appendix C

Student Concern Survey

Read each of the following questions carefully and put a check in the column that makes the statements true for you.

	Always	Sometimes	Never
1. I understant why I am in a special class.			
2. I feel I am a slow learner - maybe even "retarded".			
3. I feel different.			
4. I like school.			
5. I wish I had as many friends as the other students.			
6. I have trouble making and keeping friends.			
7. I get teased.			
8. I am involved in school conflicts.			
9. I have self-control.			
10. I have difficulty making decisions.			
11. I have organizational skills.			
12. I feel good about myself.			

Comments:

Appendix D

Self-Evaluation Scale Results

Appendix D

Self-Evaluation Scale - Results

	No	Sometimes	Most of the time	Always	Positive Response per Question
1. I understand what it means to have a learning disability.		1	5	10	94%
2. I know my learning style and some of my personal strengths and weaknesses.				16	100%
3. I can manage myself comfortably at school.		4	5	7	75%
4. I can manage myself comfortably at home.		1	5	10	94%
5. I know how to tackle problems and make decisions.		3	6	7	81%
6. I expect to make mistakes in order to improve.	1	3	6	6	75%
7. It's O.K. not to be able to do everything well.		1	4	11	94%
8. I accept that I can change some things, but I cannot change other things.		3	7	6	81%
9. I know ways to feel better when I feel a lot of stress.	1	2	5	8	81%
10. I know how to manage teasing and feeling embarrassed.	1	2	1	11	80%

Total Positive Responses = 86%

Attachments

Attachment A

Project POWER

(Pupils' Over-Whelming Esteem Rise)

Project POWER

A self-awareness program for fourth and fifth grade SLD students.

by Mrs. Brenda Susla
Guidance Counselor
Palm City Elementary
1951 S.W. 34th Street
Palm City, FL 34990

Introduction:

Project POWER is a packet of strategies and activities planned to empower fourth and/or fifth grade learning disabled students when addressing their social and emotional strengths and weaknesses.

When fourth and fifth grade students throughout the county were surveyed in September 1993, they expressed the following top five concerns:

1. Difficulty making decisions
2. Desire for as many friends as other students
3. Feeling different
4. Being teased
5. Involvement in school conflict

The ultimate goal of Project POWER is to enable students to develop the understanding and skill needed to deal effectively with these social and emotional concerns.

Activities are to be completed in groups using the cooperative learning approach.

This packet consists of four major sections:

(A) Self-awareness

(B) Social awareness

(C) Coping, organizing, problem solving and planning.

(D) Evaluation

Each section is prefaced with the goal, objectives, suggested activities, and materials needed.

It is very important that time for sharing be provided so that students have the opportunity to discuss each activity at completion.

Because these activities deal with personal feelings and thoughts, students should never be forced to share. It is imperative that the teacher/counselor provide an atmosphere of trust, support, and respect for individual differences.

Project POWER Outline

for

Students Learning Differently

(A) Self-Awareness

1. Learning Disability defined
2. Learning Style and Hemispheric Mode Inventories
3. Differences
4. Strengths and weaknesses, likes and dislikes, and interests

(B) Social Awareness

1. Attitude about school
2. Personal thoughts and feelings
3. Uniqueness of self and others
4. Friendship
5. Cooperation and conflict resolution

(C) Coping, Organizing, Problem-Solving, and Planning

1. Stress and solution strategies
2. Time management

  3. Study skills for right and left brain learners

  4. Decision making and problem solving

  5. Goal setting and planning

  6. The importance of responsibility

(D) Evaluation

  1. Self-evaluation scale

  2. Student comments

(A) Self-Awareness and Understanding

Goal: To promote self-awareness and understanding.

Objectives:

1. To define specific learning disability, acquire information about kinds of learning disabilities, and identify misconceptions about the term.
2. To identify the student's learning style, including hemispheric mode.
3. To summarize strengths and weaknesses, likes and dislikes, interests, thoughts and feelings.

Material:

1. Activity Sheets identified by letter.
2. Specific material listed on the appropriate Activity Sheet.
3. Overhead projector.
4. Video camera
5. Books: No Sweat! How to Use Your Learning Style to be a Better Student by Cindy

Ulrich Tobias and Pat Guild (Seattle Pacific University)

The Survival Guide for Kids with LD by Gary Fisher, and Rhoda Cummings, (Free Spirit Publishing)

6. Resource person from FDLRS
7. School art teacher
8. Local doctor with model of brain (if possible)

Activities:

1.

    a. Introduce this self-awareness unit by explaining what SLD means and does not mean. Use the first six chapters of The Survival Guide for Kids With LD as a discussion guide. Students may wish to read portions of this book on their own.
    b. Let students assemble and disassemble the plastic model of the brain. Explain the major functions of the various sections. (A doctor as

resource person would be helpful.)

c. Use an overhead projector to show and discuss the transparency "How We Process Information". Activity Sheet (1).

d. Use Activity Sheet (2) to reinforce the fact that all brains, like fingerprints, are different. This means everyone takes in information differently. Therefore, every person learns in a unique way. SLD stands for Students Learning Differently. It does not mean retarded, dumb, lazy, or slow. (Students may add color to the various brain sections.) Display to show how each brain is uniquely different.

2. Have students individually complete with the teacher/counselor the Learning Styles Inventory Activity Sheet (3) - Identify Differences/Celebrate Uniqueness. Also have each student complete the Hemispheric Mode Indicator Activity Sheet (4).

3. While teacher is individually assisting students in the completion of the Learning Styles Inventory and Hemispheric Mode Indicator, have students complete Activity Sheet (5) "We All Come In Different Packages". Packages can then be displayed on the bulletin board.
4. Have students complete Activity Sheet (6). Students may share with the class as desired.
5. Read and discuss pages 5 to 8 from No Sweat! by Cindy Ulrich Tobias and Pat Guild. From the individual Learning Style Inventory and Hemispheric Mode Indicator, students will now be able to state specific characteristics that identify their style. Have students complete Activity Sheet (7), "Keys to Me".
6. Have a consultant from FDLRS visit the class and discuss the strengths and weaknesses of the various learning styles as they affect interaction with others such as teachers, parents, and friends.

7. After reviewing the Hemispheric Mode Indicator results with the students, put a right brain/left brain line on the board. Have students place their name on their hemispheric mode score.

   Example:

   -12 -10 -8 -6 -4 -2 0 +2 +4 +6 +8 +10 +12

8. According to their learning style, divide the class into four groups. Using cooperative learning techniques, have the students read and discuss the summary of their learning style. Use Activity Sheet (8), (9), (10), or (11). Using colorful markers and posterboard, have each group create a pictorial description (no words) of their style. Group will designate a spokesperson to explain the learning style to the class.

9. Play Left Brain-O. Use Activity Sheets (12) and (13). To play Brain-O, students must randomly fill in the empty blocks of their Brain-O activity sheet with numbers from 1 to 24. Students should not use pencil

to fill in numbers. Teacher randomly reads a statement about the brain hemisphere and calls upon a student to answer "hard" or "easy". Then, the teacher tells the students the number to cross out. To win, all numbers under B and R must be called. The next day, use another Brain-O board, Activity Sheet (12) and play Right Brain-O, Activity Sheet (14). To win, all numbers under I and N must be called. Following each game, students recall as many characteristics of that hemisphere as possible. Teacher lists these on the board.

10. Inverted Drawing Exercise, Activity Sheets (15) and (16). Introduce this exercise by stating: As each of our brain hemispheres gathers in the same sensory information, each half of the brain handles information in different ways. The left hemisphere is logical. It analyzes and plans step by step. The right brain is a dreamer, and creates. Drawing is an effective way to

gain access to the right mode. Try drawing something that is upside down. Familiar things will not look the same. The brain automatically tries to assign a top, bottom and sides to the thing we are trying to perceive. When the image is upside down, the visual clues do not match. The message is strange and the brain becomes confused. This confusion in the left logical brain hemisphere allows the right, creative hemisphere a chance to take over for awhile.

11. Make an "All About Me" Mask/Collage. But first, you will need to make paper. See Activity Sheet (17) and your school art teacher for directions and supplies. You will also need magazines and scrap pieces of mat board which local framing shops may donate. Decorate a bulletin board with this Mask/Collage "All About Me" project.

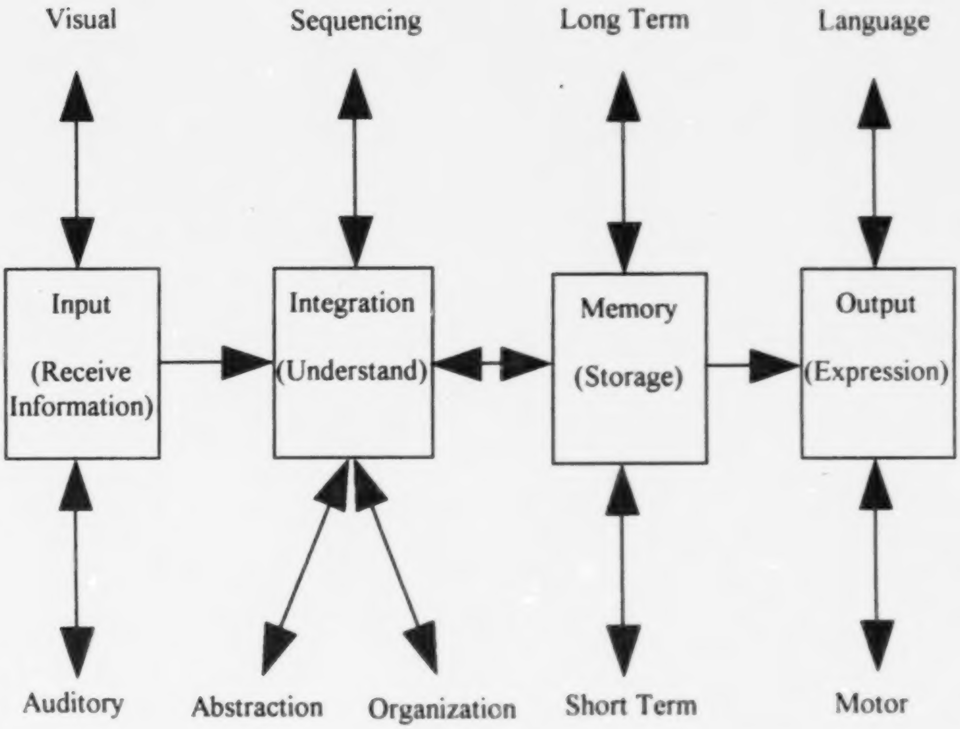
12. Put up Activity Sheet (18), "I Wondered What It Meant to be Exceptional". Read and discuss with the

class. Have students use and become familiar with a Thesaurus. Incorporate words into spelling and language activities. Note: The students are truly exceptional, superb. Just look at the unique masks they have just completed.

Section A, Activity Sheet 1

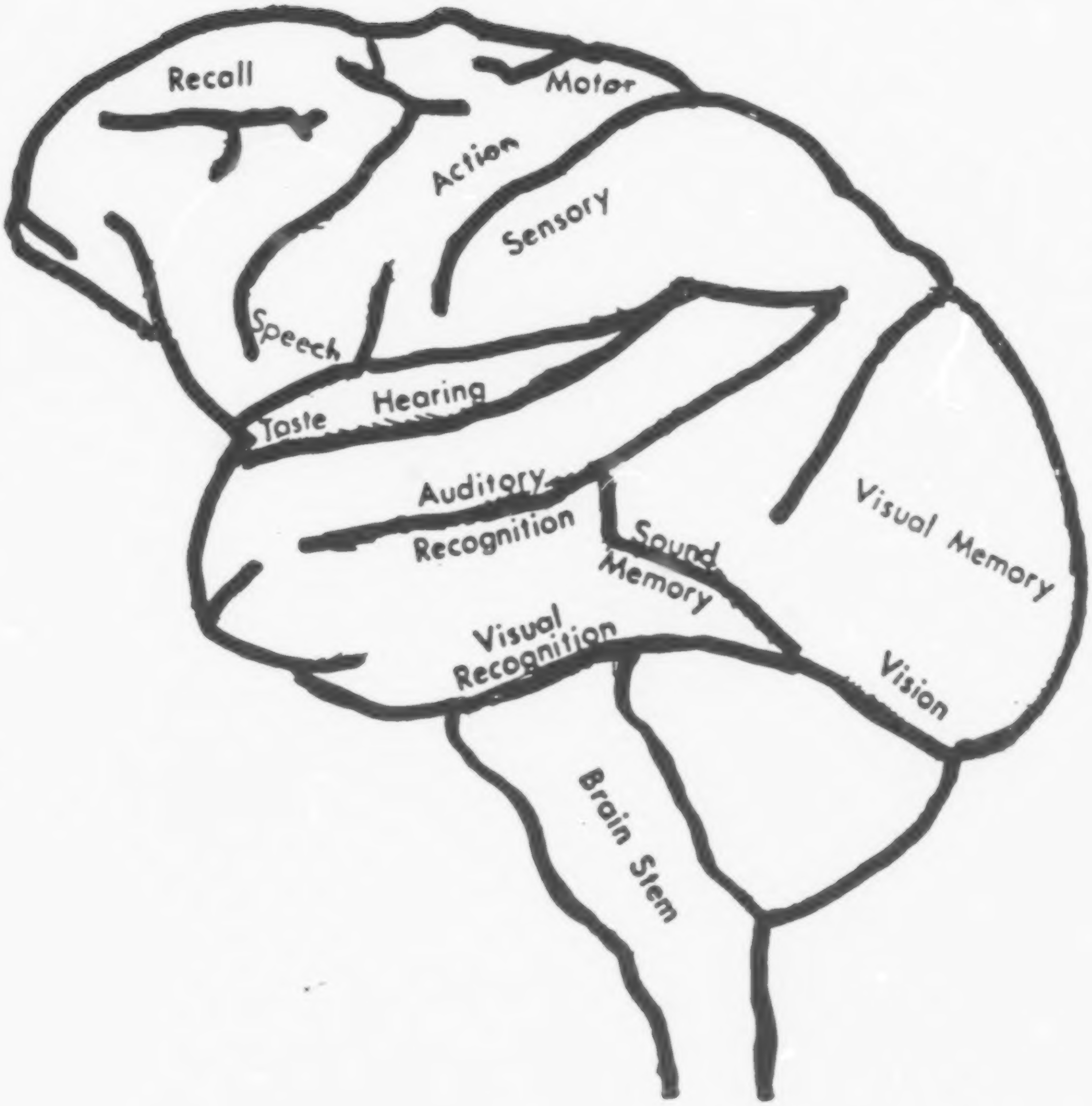
Processing of Information

(Make Transparency)


Visual
Sequencing
Long Term
Language
Input
(Receive Information)
Integration
(Understand)
Memory
(Storage)
Output
(Expression)
Auditory
Abstraction
Organization
Short Term
Motor

Section A, Activity Sheet 2

The Brain


Recall
Motor
Action
Sensory
Speech
Hearing
Taste
Auditory
Recognition
Sound
Memory
Visual Memory
Visual
Recognition
Vision
Brain Stem

Section A, Activity Sheet 3

IDENTIFY DIFFERENCES/CELEBRATE UNIQUENESSES

Directions: Put a circle around one word in each row which best tells about your personality.

1.	bouncy	adventurous	chart maker	adaptable
2.	busy	bold	considerate	balanced
3.	cheerful	competitive	cultured	calm
4.	convinces others	confident	deep thinker	contented
5.	delightful	daring	detailed	consistent
6.	funny	forceful	faithful	doesn't fuss
7.	impulsive	independent	idealistic	easy going
8.	inspiring	leader	loyal	follower
9.	lots of energy	mover	orderly	friendly
10.	mixes easily	outspoken	perfectionist	listener
11.	optimistic	persuasive	persistent	not insulting
12.	playful	positive	planner	patient
13.	popular	productive	respectful	peacemaker
14.	promoter	self-reliant	scheduled	reserved
15.	sociable	solves problems	sensitive	satisfied
16.	smiles often	stays with job	thoughtful	settles fights
17.	spirited	strong-willed	well-behaved	tolerant
18.	angers easily	argues	criticizes	aimless
19.	changeable	bossy	depressed	blank
20.	disorganized	demanding	doubts others	careless
21.	forgetful	headstrong	fussy	doubtful
22.	inconsistent	impatient	hard to please	fearful
23.	interrupts	intolerant	holds in feeling	gives up easily
24.	loud	lords over others	insecure	hesitant
25.	messy	manipulative	loner	indecisive
26.	permissive	nervy	moody	indifferent
27.	pushy	opinionated	negative	lazy
28.	repetitious	quick-tempered	pessimistic	mumbles
29.	restless	rude	resentful	nonchalant
30.	scatterbrain	stubborn	revengeful	plain
31.	show-off	takes over	suspicious	reluctant
32.	talkative	thoughtless	over-sensitive	slow
33.	undisciplined	unaffectionate	unforgiving	timid
34.	unpredictable	unsympathetic	unpopular	unenthusiatic
35.	wants credit	workaholic	uninvolved	withdrawn
TOTAL	________	________	________	________
	Excitement Seeker	Power Seeker	Perfection Seeker	Peace Seeker

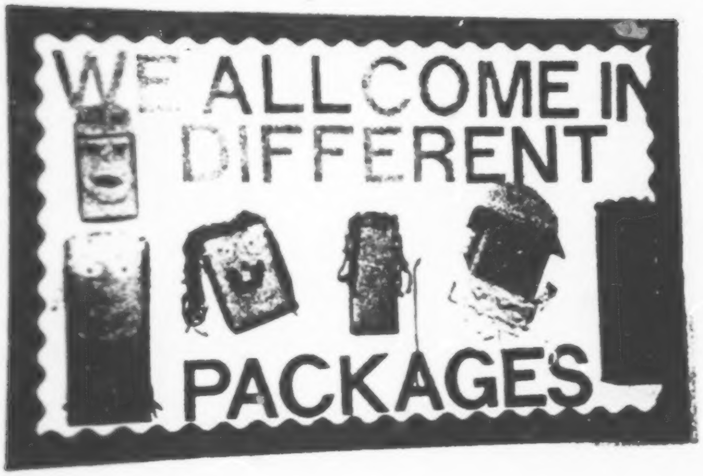
Section A, Activity Sheet 4

Hemispheric Mode Indicator

Left Brain Characteristics	Right Brain Characteristics
1. Remembers names	1. Remembers faces and actions
2. Likes to read or hear directions	2. Likes directions shown
3. Keeps feelings in	3. Lets people know feelings
4. Does things one at a time	4. Does several things at once
5. Likes multiple choice and true/false tests	5. Likes essay tests
6. Serious attitude - step by step	6. Fun loving attitude - impulsive
7. Time conscious	7. Own concept of time
8. Neat	8. May appear messy or disorganized
9. Long attention span	9. Short attention span
10. Good listener	10. Active - mind wanders
11. Careful - does not like to make mistakes	11. Risk taker - does not fear failure
12. Asks many questions - needs the facts to solve problems	12. Likes to guess at the answer - uses intuition in problem solving
13. Likes to read	13. Likes to see and do
14. Few close friends	14. Many friends
15. Prefers to work alone	15. Likes group work
Total circled ________	Total circled ________

Section A, Activity Sheet 5

We All Come in Different Packages



Material:

1. Yarn for hair - black, brown, yellow, red, etc.
2. Pieces of cloth for clothing
3. Sequins
4. Craft glue - to glue on plastic eyes (optional)
5. Colored markers

Directions:

1. Provide enough small boxes of various shapes so that each student has one. These boxes may be saved from empty cat food, toaster pastries, instant rice, crackers, etc.
2. Cover boxes with brown paper.
3. Have available the above items so that students may make the box into a face.
4. When boxes are completed, cover bulletin board in brightly colored paper and hot glue the boxes to the board. Title the display: "We All Come in Different Packages".

Section A, Activity Sheet 6

People are Different

Look at all the people packages that were just made. All are different. Some are tall, and some are short. Some are fat, and some are slim. Real people have different abilities. Some are physically strong and well coordinated while others are weak and cannot do or do not like physical tasks. Some people can sing, play an instrument, read well, or work math problems fast, while others cannot do any of these things.

All people have feelings and are sensitive about their looks and actions. Our feelings get hurt when other people point out our inabilities or make fun of our appearance.

What are you sensitive about? Put a check in the box next to each item people tease you about.

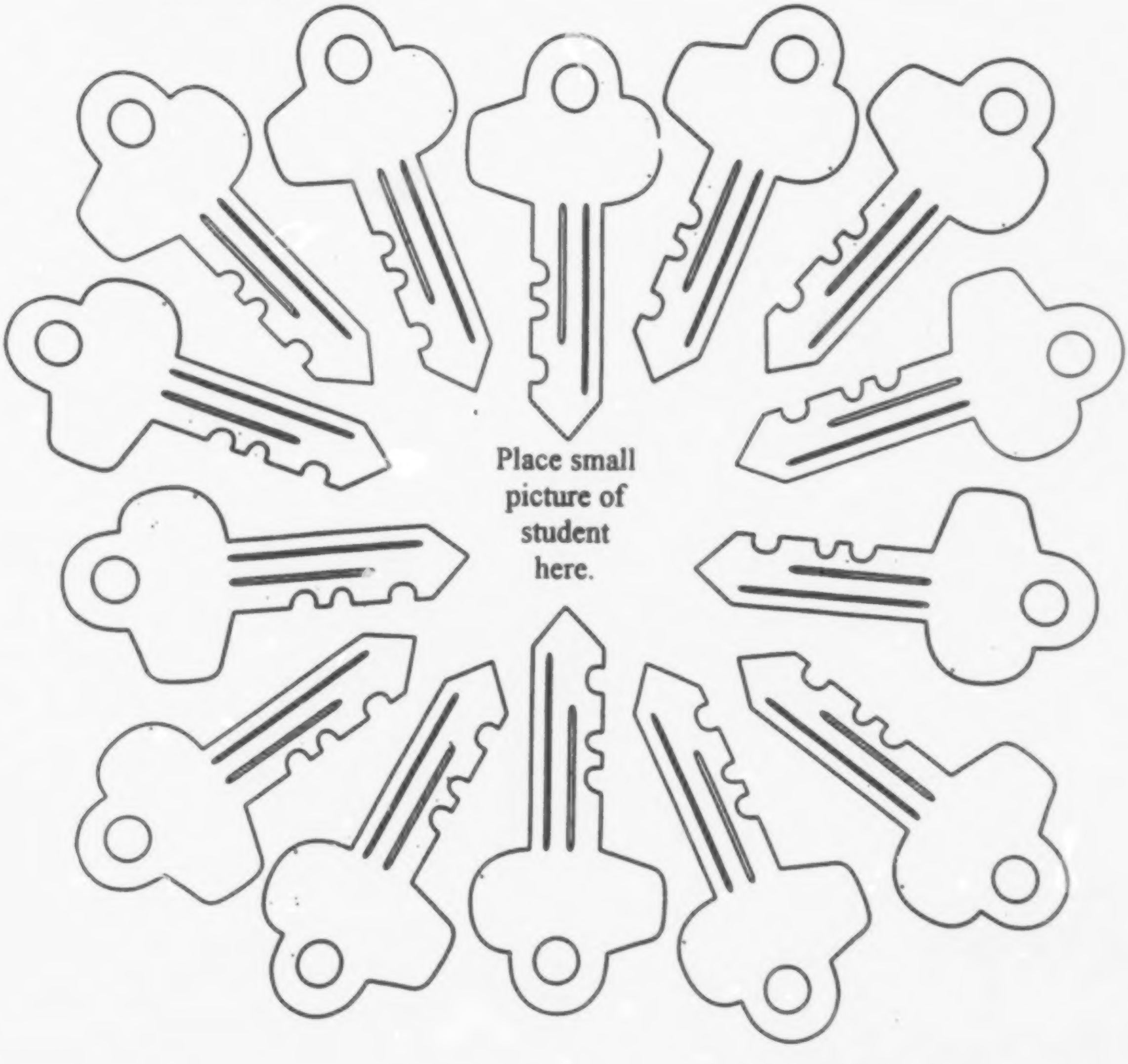
- ☐ my artificial limb
- ☐ my athletic ability
- ☐ my big ears
- ☐ my big feet
- ☐ my blindness
- ☐ my body
- ☐ my bowlegs
- ☐ my braces
- ☐ my cane
- ☐ my clothes
- ☐ my complexion
- ☐ my coordination
- ☐ my crooked spine
- ☐ my crossed eyes
- ☐ my crutches
- ☐ my deafness
- ☐ my fingernails
- ☐ my freckles
- ☐ my glasses
- ☐ my grades
- ☐ my hair
- ☐ my hands
- ☐ my hearing aid
- ☐ my height
- ☐ my house
- ☐ my knock-knees
- ☐ my laugh
- ☐ my musical ability
- ☐ my nearsightedness
- ☐ my nose
- ☐ my scar
- ☐ my shape
- ☐ my speech
- ☐ my teeth
- ☐ my voice
- ☐ my weight

Section A, Activity Sheet 7

Keys to Me

Directions:

Students choose seven adjectives from their learning styles inventory that best describe themselves. Put words in keys 1 - 7. Have parent, teacher and/or friend put in 7 positive words which they feel best describe the student.


Place small
picture of
student
here.

Section A, Activity Sheet 8

ANALYTICAL LEARNERS or "PERFECTION SEEKERS" are conscientious and need to finish whatever is begun. They like to keep things scheduled and orderly, paying attention to detail. They can understand things better when they see them on a chart, a graph, or in figures and lists.

Even though perfection seekers make friends cautiously, they are faithful and devoted to those they have made. When working in a group, they like to be in the background, not the spotlight. However, they can listen to complaints, and analyze and figure out how to solve the problems. Perfection seekers are sensitive, appreciate art, music, and beauty, and are serious and purposeful in their actions. When it comes to money, they are very economical.

Behavior to watch out for: perfection seekers may be seen as shy, a loner, or withdrawn. Some may find them hard to please and think that they are too critical.

Remember: Personality is not chosen. Two percent of the people have an equal amount of characteristics from all four classifications. Most are a mixture of mainly two. Everyone has strengths and weaknesses.

Section A, Activity Sheet 9

COMMON SENSE LEARNERS or "PEACE SEEKERS" have compassion and concern for others and work with others to solve problems when they are upset. Peacemakers are agreeable, do not like conflicts or arguments, and appear calm, cool, and collected. They are good listeners and have a dry sense of humor, being both witty, and sympathetic. However, they hide their own feelings, and appear laid back. Peace seekers are consistent and others can count on them because they are good under pressure and can find the most easy and practical solution to any problem.

Behavior to watch out for: Some may think peace seekers are unenthusiastic and uninvolved or indifferent. They may find them slow and hesitant in decision making, not understanding the need to be consistent and tolerant of the opinions of others.

Remember: Personality is not chosen. Two percent of the people have an equal amount of characteristics form all four classifications. Most are a mixture of mainly two. Everyone has strengths and weaknesses.

Section A, Activity Sheet 10

IMAGINATIVE LEARNERS or "EXCITEMENT SEEKERS" like surprises and the unexpected.

Excitement seekers are very friendly and love being with people. Even though they may blow up, they apologize quickly and do not hold a grudge. They thrive on compliments, so they often volunteer for jobs or think up new activities. They have lots of energy, curiosity, enthusiasm, and creativity. This inspires others to join them in projects or activities they suggest. These people are talkative and expressive, talking with their hands or patting others on the back.

Behavior to watch out for: excitement seekers may appear undisciplined and unpredictable, disorganized, inconsistent, changeable and restless. Some people may feel they talk too much, interrupt, and show off. They may even appear scatterbrained or forgetful.

Remember: Personality is not chosen. Two percent of the people have an equal amount of characteristics form all four classifications. Most are a mixture of mainly two. Everyone has strengths and weaknesses.

Section A, Activity Sheet 11

DYNAMIC LEARNERS or "POWER SEEKERS" are good group leaders who can organize others. They excel in emergencies because they can keep their head, see the whole picture, seek practical solutions to problems and move quickly to action.

They have a compulsive need for change, must correct wrongs, are strong-willed, and decisive. Sometimes they seem to need a good argument because they thrive on opposition. Power seekers are independent people, who rely on themselves. They do not let feelings get in the way of decisions and actions. They are goal-oriented and can delegate work, but insist on production and task completion.

Behavior to watch out for: Others may view them as bossy, unsympathetic, unfeeling, impatient, argumentative, short-tempered, manipulative, or stubborn.

Remember: Personality is not chosen. Two percent of the people have an equal amount of characteristics from all four classifications. Most are a mixture of mainly two. Everyone has strengths and weaknesses.

Section A, Activity Sheet 12

BRAIN-O

B	R	A	I	N
		L R		

Left **Right**

Section A, Activity Sheet 13

Left Brain - Analytical

What's Hard and What's Easy?

(Answer "Hard" or "Easy" before number is given.)

1. Left brain learners find it easy to focus on details because they see parts before they see the whole picture.

2. Group work is hard for left brain learners because they work best alone.

3. Class discussions that get off the subject and don't seem to have a purpose are hard for left brain learners to listen to because they need focus and organization.

4. Left brain people find it hard with teachers who say things like, "Don't worry about the details right now" because they need one thing at a time presented.

5. Individual competition is easy for left brain learners because they work best independently.

6. Sharing personal stories and experiences in the classroom is hard for left brain learners because they see things separate from themselves. They are more objective.

7. Assignments with several options are easy for left brain learners because they like to be able to organize the work their own way.

8. Summarizing the main idea of a story is hard for left brain learners because they remember details and so a summary might turn into a long-detailed re-telling of the story.

9. Seeing relationships is hard for left brain learners because they take

Section A, Activity Sheet 13 (continued)

one thing at a time. They see each relationship by itself.

10. Organizing things into parts is easy for left brain learners because it is easier for them to think of things in parts rather than the whole.

11. Focusing on details in reading is easy for left brain learners because they need to take one thing at a time.

12. Using the trial and error method for left brain learners is easy because they enjoy figuring out the best way to solve a problem.

13. A true-false test is easy for left brain learners because it is based on facts, right and wrong, no grey area or maybe answers.

14. Essay questions are hard for left brain learners because they have to guess where the teacher is coming from. It's not black and white.

15. Questions that begin "what if" or "give your opinion about" are hard for left brain learners because it is necessary to relate information to personal experiences or it is necessary to make a general statement.

16. Listing facts is easy for left brain learners because recalling facts is easier than making a general comment on something.

17. Multiple choice questions are easy for left brain learners because they can think about isolated pieces of information and can select one answer.

18. Questions asking for the main idea, the theme and relationship to other information is hard for left brain learners because they see and understand the whole picture before giving a general answer. It's like having to see the whole forest when they can only see each tree.

19. Left brain people find it easy to remember names rather than faces.

Section A, Activity Sheet 13 (continued)

20. Left brain people find it hard to let people know how they feel.

21. Left brain people find it easy to keep track of time and they like meetings to start and end on time.

22. Left brain people find it hard to take risks because they are careful people who do not like to make mistakes.

23. Left brain people find it easy to follow directions that are numbered.

24. Left brain people find it hard to make decisions unless they can ask many questions beforehand.

Section A, Activity Sheet 14

1. Right brain learners find group work easy because the ideas of others add to the big picture.

2. Concentrating on the subject matter without being distracted by the teacher's mannerisms or appearance is hard for right brain learners because they are people-oriented.

3. Doing several things at once is easy because they see things as related.

4. Right brain learners find it hard to learn step by step without knowing the overall purpose or direction. They need to see the end so bits of information fit into something. They have difficulty with teachers who say, "We'll get to that later."

5. Right brain learners find it hard to work with a teacher they don't like or they think doesn't like them because they are sensitive to relationships with people.

6. Right brain people find individual competition hard because they like to work together.

7. Relating new concepts to those already learned is easy for right brain learners because they see things in relationship to everything else.

8. Keeping a detailed record or daily schedule is hard for right brain learners because they prefer to look at the whole day or month.

9. Coming up with personal examples or illustrations is easy for right brain learners because they are comfortable sharing personal experiences and also using these experiences to understand new concepts.

Section A, Activity Sheet 14 (continued)

10. Remembering details from a reading assignment is hard for right brain learners because they prefer to get the whole idea and summarize information .

11. Organizing a paragraph or other writing assignment is hard for right brain people because their thoughts often seem to come in a rush, tumbling over one another with no natural or logical order.

12. Following instructions as given is easy for right brain people because they feel more secure knowing what's expected.

13. Working for internal rewards (a feeling of personal satisfaction) is hard for right brain people because they need to have praise or something real for their efforts.

14. Right brain learners find test questions that ask students to "give your opinion" or are open-ended are easy because it's easy to give their own thoughts and general ideas.

15. Timed tests are hard for right brain learners because they like to expand and give reasons for their answers.

16. Tests that ask the student to list things are hard because right brain people tend to ramble.

17. Multiple choice and true-false tests are hard for right brain learners because they tend to see too many possibilities. They end up arguing with themselves and considering hidden meanings or thinking it is a trick question.

18. Essay tests are easy for right brain learners because they know that if you keep on writing, you have a good chance of eventually including the right answer.

Section A, Activity Sheet 14 (continued)

19. Right brain people find it easy to let people know how the feel.

20. Right brain people find it hard to keep track of time because they are busy trying to do many things at once.

21. Right brain people find it easy to work in clutter because they have a high tolerance for activity.

22. Right brain people find it hard to pay attention for a long period of time because their mind wanders and they think of other things.

23. Right brain people find it easy to take risks because they do not always fear failure.

24. Right brain people find it easy to guess at the answer because they use intuition in problem solving.

Section A, Activity Sheet 15

Inverted Drawing Exercise

Directions:

1. Before you begin, look at the upside down picture of the Viking for one minute. Look at the angles, shapes, and lines. The lines lie at certain angles in relation to others.

2. Begin drawing. Do not turn the drawing right-side up. Do not concern yourself with naming and drawing body parts.

3. Do not make this activity complicated.

4. Relax and focus on how the lines go together. By the time you are well into the drawing, your right mode will have turned on and your left mode will have turned off.

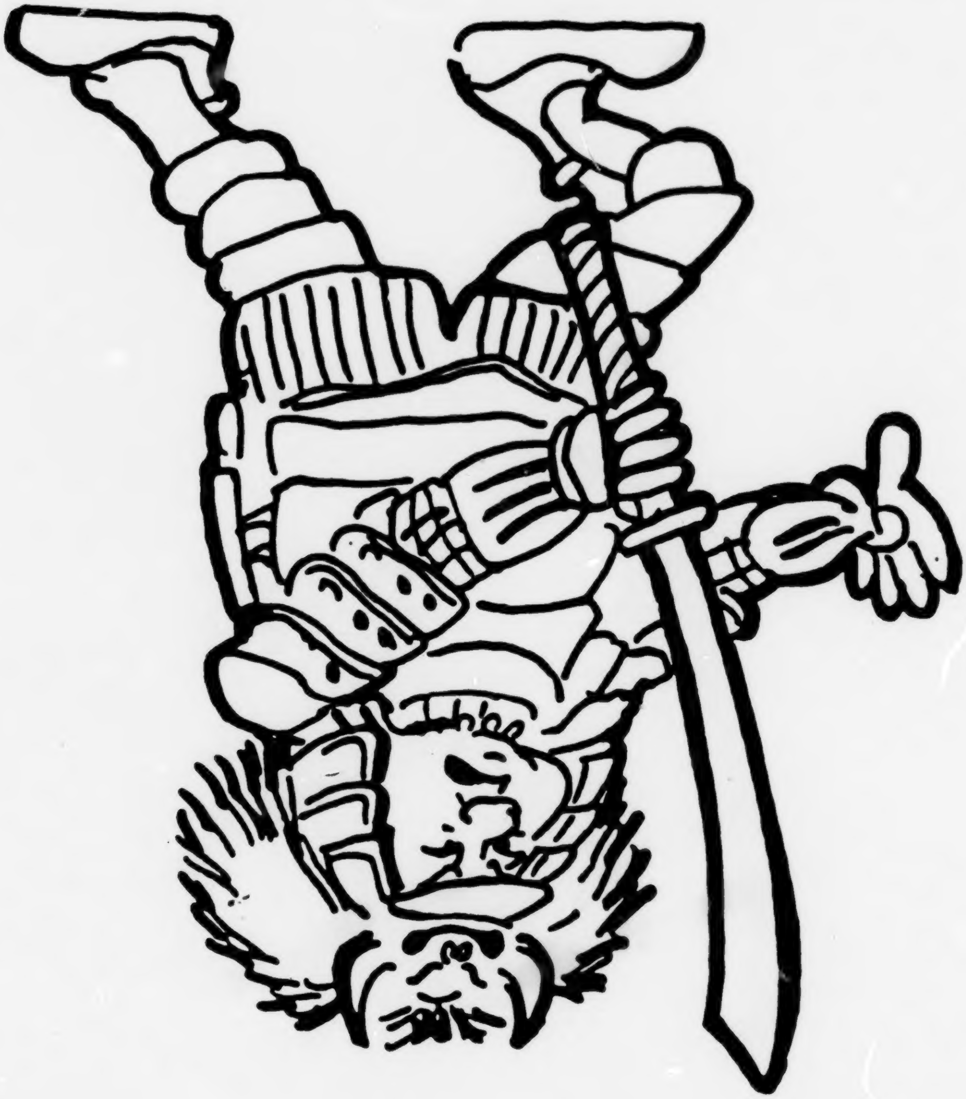
5. Your sensible left brain will have turned off because this activity is too slow to recognize anything. You may feel frustrated if your left brain continues to struggle with making sense of this activity.

6. Finish the drawing in one sitting (30-45 minutes).

7. Have fun!

Section A, Activity Sheet 16

The Viking



Section A, Activity Sheet 17

To Recycle Paper

(See your school art teacher for supplies.)

1. Tear scrap pieces of construction paper into small thumb nail pieces.

2. Put a big handful of the torn paper into an old blender. (Have more than one blender, so that more than one color paper can be made.)

3. Add three cups of water and blend approximately 45-60 minutes. This mixture is called slurry.

4. Pour the slurry thoroughly over a screen covered box (approximately 12" X 14") so that the excess water may drain through the screen into a dish pan.

5. Put an old piece of blanket (approximately 12" X 14") over the slurry and gently press out excess water with palms of your hands.

6. Carefully flip the blanket and screen onto a flat surface.

7. Soak up excess water with a sponge. (The screen will be between the paper and your sponging.) Paper towels work well, too.

8. Take the screen off. (You may have to gently flick the newly made paper off the screen.)

9. Let the paper dry. To make a mask, flip the paper onto a plastic face mold. Mold and shape the eyes, mouth, etc. . The color chosen should reflect the feeling and personality of the student. More than one color may be used.

10. Let dry (at least overnight) then gently pry the mask from the mold. Or use the newly made paper in another way.

Section A, Activity Sheet 17 (continued)

11. When the mask has been removed from the mold, let students choose a piece of picture frame matting.

12. Then select contrasting colored construction paper. Cut it so that it will touch the mat board at three different points. Cuts may be straight or curved lines. Glue this paper to the mat board.

13. Using a hot glue gun, glue mask on the paper. Let student do all the arranging; teacher does all the hot gluing.

14. Then, a collage is made using magazine pictures and words that will help tell others "All About Me". Use description words from the learning styles inventory.

Section A, Activity Sheet 18

I wondered what it meant to be an exceptional student

So, I looked it up in a Thesaurus.

It said I am:

Special

Unique, Uncommon, Unusual

Preferred, Particular

Extraordinary

Remarkable

Beyond the regular

In other words **SUPERB**!
(excellent, marvelous, and unrivaled).

That's me! Not bad!

(B) Social Awareness and Understanding

Goal: To increase the student's social awareness and understanding.

Objectives:	To identify personal attitudes and beliefs about school. To identify, accept, and appropriately express feelings about self and others. To encourage students to take pride in their unique qualities and attributes as they relate to themselves and others. To assist students in realizing that through cooperation their needs and those of others can be met.
Materials:	Activity Sheets identified by letter. Access to FIRN. Video - "How Difficult Can It Be?" by Richard LaVoie, Director of Eagle Hill School Outreach Program (60 minutes). Contact FDLRS as a resource. Books: The Lion and The Mouse The Survival Guide For Kids With LD

by Gary Fisher and Rhoda Cummings

Skill-Streaming the Elementary School Child by Ellen McGinnis and Arnold Goldstein (Research Press Company)

Games: Mountaineering

Positive Peer

Stop, Relax, and Think

All games may be ordered from:

Childswork/Childsplay Center for Applied Psychology, PO Box 1586, King of Prussia, PA 19406.

Activities: (Students may be grouped for cooperative learning using the four learning styles.)

1. Have students complete the "My Thoughts and Feelings" Activity Sheet (19) and share results in small groups. Have a spokesperson report results to the class.
2. Show and then discuss the video, "How Difficult Can

It Be?". This will assist the LD student in understanding the frustration, anxiety, and tension felt when interacting with teachers, parents, and friends.

3. Have students complete the "Schools, Schools, Schools..." Activity Sheet (20). Share results in small groups. Then, have a spokesperson offer a summary to the class.
4. Read and discuss Chapter 8, "Ten Ways To Get Along Better in School" from The Survival Guide for Kids With LD. In four small groups, have students design a poster (use posterboard) with "Ten Tips To Get Along Better At School." Display throughout the school.
5. Have students write Haiku poetry to express positive and negative feelings. Remember Haiku is a form of Japanese poetry in which the writer expresses a mood or feeling, usually through something in nature. Haiku consists of three lines. The first has 5 syllables; the second, 7 syllables; and the third, 5 syllables.

Example:

Ripe watermelon
Hidden under leaves and dirt
My birthday surprise.

Ask what feeling is expressed and through what in nature is it expressed? Have students type their original Haiku using the appropriate computer program, and then illustrate. Compile a booklet, "Haiku For You".

6. Students can complete their own personal newspaper. This can be completed as part of an ongoing unit using the local newspaper. A student generated computer program would be excellent for students to use for this. See Activity Sheet (21) for directions.

7. Have students complete Activity Sheet (22), "A Friend is...". Then, as part of the newspaper activity, have students write a classified add for a friend. Include general information such as age, learning style,

hemispheric brain mode, interests, school activities, etc. Then, have students send their "classified ad" to other schools using FIRN to make a new "FIRN Friend".

8. Read and discuss Chapter 10, "Tips For Making and Keeping Friends" from The Survival Guide For Students With LD. In four small groups have students design (use colored markers and posterboard) and list Ten Tips for Making and Keeping Friends. Display throughout the school.

9. Read and determine the characters and their conflicts in The Lion and the Mouse. For example: the conflict of the mouse bothering the lion is solved by the lion grabbing the mouse in his paw. The conflict of the lion's threat to the mouse is resolved by the mouse begging for mercy and promising to repay the lion's kindness some day. The conflict of the lion and his environment as well as the lion's feelings of superiority

are both resolved when the mouse saves the lion's life by chewing the ropes of the hunter's net, setting the lion free. Use a kindergarten or first grade Big Book to present the story to the LD class. Then, have students work together to create their own Big Book or computer presentation on a conflict and its resolution. Students can read these Big Books to kindergarten or first grade classes.

10. Read and discuss Chapter 9 "What to Do When Other Kids Tease You" from The Survival Guide For Kids With LD. Have students complete and share some good ways to handle teasing after completing the "Terrible Teasing" Activity Sheet (23).

11. Review and teach the pro-social skills of joining in, playing a game, dealing with losing, and showing sportsmanship in Skillstreaming the Elementary School Child, pages 126-127 and 158-159. Role play appropriate and inappropriate behavior. Have students

take turns role playing the additional suggested situations found on the above pages.

12. Set up game centers with the following games: a. Mountaineering, b. Stop, Relax, and Think, and c. Positively Peer. Make sure groups are composed of at least one person from each of the four learning styles. Have students decide how each style influences the interaction. Let students have the opportunity to experience all three games at some time.

13. Using cooperative learning strategies and group cooperation skills, have students make Dirt Cups. Make sure there is at least one student from each of the four learning styles in the group. See Activity Sheet (24) for the recipe and necessary material. Share the Dirt Cups with parents during the final activity in this section.

14. Read and discuss with the class, "My Friend Has A Learning Disability", Activity Sheet (25).

15. Invite parents to class. Have students create the invitation while the teacher writes it on the board. Have students then make their own invitation using the appropriate computer program and this information. Parents will have the opportunity to view each Collage/Mask and try to match it to their child. (Stump the Parent). Students can take turns reading their Haiku poems and then present the class "Haiku For You" booklet to their parents. Parents can also enjoy Dirt Cups, made with cooperation.

Section B, Activity Sheet 19

My Thoughts and Feelings

(Complete each sentence with your own thoughts and feelings.)

I feel happy when ______________________________

One of the best things about me is ______________________________

I sometimes wonder if ______________________________

I am very good at ______________________________

If I were older, I would ______________________________

I feel important when ______________________________

I sometimes get mad when ______________________________

I like the way I ______________________________

I hope that ______________________________

I wish people would stop ______________________________

Two of my favorite things are ______________________________

and ______________________________

I'm sure glad I ______________________________

It's hard for me to ______________________________

I worry the most about ______________________________

Section B, Activity Sheet 20

SCHOOLSCHOOLSCHOOLSCHOOLSCHOOLSCHOOL

This is what I think and feel about school: ____________________

____

____

My favorite teacher is ______________________________

because ____

One thing I like about my SLD class is ____________________

____

One thing I like about my regular classes is ________________

____

If I could change one thing about school, I would ______________

____

The hardest thing for me at school is ____________________

____

When I think about my report card, I feel ____________________

because ____

Section B, Activity Sheet 21

My Personal Newspaper

Objectives: Students will:
identify different parts of a newspaper.
create a newspaper about themselves, using a variety of newspaper features and sections.

Materials: A newspaper for each student; lined paper, pencils, and white 12" X 18" drawing paper; computer with word processing and page layout software, if available.

Directions: Distribute the newspapers and ask the students to scan them, identifying their component parts. Encourage students to look first at the index and then at the different sections of the newspaper. Help them to find headlines, news stories, comics, classified ads, letters to the editor, sports stories, editorials, advice columns, etc. Ask students to read examples of these sections to the class. List the sections on the board and discuss the distinguishing characteristics of each.

Explain to the students that they are going to have an opportunity to create their own newspapers about themselves. Each student will include examples of several of the newspaper parts just discussed. What will make the newspaper unique is that every part, (news article, sports story, or editorial) will describe the student who created it. Explain to the students: Students might include a news story about something that happened over a weekend, like a sports activity. In a letter to the editor, students might write about a school rule that they would like to change. Comic strips or a sports story describing a favorite sport may be written. Other articles can describe family members and pets. Each article and picture should reveal something about the student. Use names like John's Journal, Gary's Gazette, or Dan's Daily News to personalize the newspaper.

Have the students write rough drafts of the different parts of their newspaper before "publishing" them on drawing paper. (If computers and software are available, use these.) Suggest that students work in small groups and act as editors, proofreading one another's work.

Distribute drawing paper and have the students fold it vertically in half and in half again to make four columns. Articles can be written on lined paper and glued onto the drawing paper.

Conclusion: Display the completed newspapers for all to read.

Section B, Activity Sheet 22

A friend is a person who is ______________________________

____

From the list below or from your own thoughts, list 5 qualities you want most in your friends:

HONEST
CURIOUS
DEPENDABLE
TRUSTWORTHY
LISTENER
HARD WORKER
HELPFUL
INTELLIGENT
CHEERFUL

SMART
QUIET
GIFTED
FRIENDLY
SHARING
LOYAL
PLAYFUL
TALKATIVE
GENEROUS

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

A friend I can always trust is ____________________________

When I have to choose a partner for a school project, the friend I probably would choose is ______________________________________

When I can invite a friend over to spend the night, I probably would invite

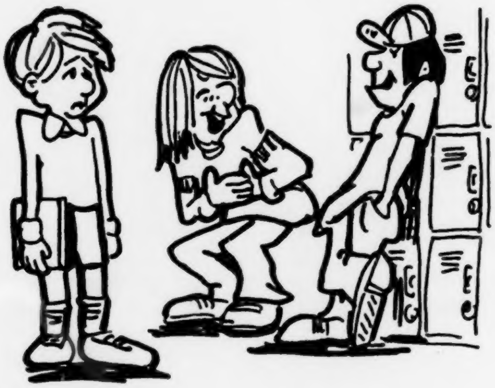
____

Once, I was a very good friend to someone because I ______________

____

Section B, Activity Sheet 23

Terrible Teasing



What have you been teased about? ________________________________

____

____

Do you believe that all kids get teased at some time? ______________

What do you do when you are teased? ___________________________

____

Do you know a better way to handle teasing? How? ______________

____

Have you ever teased anyone? ________________________________

Did you think about how the person you were teasing felt? _________

Section B, Activity Sheet 24

Dirt Cups

Set up two groups with no more than five students in each.

Materials: Large bowl
Mixing spoon
Rubber spatula to scrape bowl
Large ziploc bag
5 rolling pins
measuring cups
1 pkg. (16 oz.) chocolate sandwich cookies
1 pkg. (4 oz.) instant chocolate pudding
1 tub (8 oz.) cool whip
8 - 10 plastic cups
gummy worms (optional)

Crush cookies in ziploc bag with rolling pin.

Pour milk into large bowl. Add pudding mix. Beat 2 minutes. Let stand 5 minutes. Pour in Cool Whip and 1/2 of the crushed cookies.

Place about 1 tablespoon crushed cookies in each cup. Fill cups about 3/4 full with pudding mixture. Top with remaining crushed cookies.

Refrigerate 1 hour or until ready to serve. Decorate with gummy worms.

Makes 8 to 10 servings.

Section B, Activity Sheet 25

My Friend Has A Learning Disability

Dear Alessandra,

My best friend has a learning disability. I'm not too sure what this means. Since we are such good friends I want to learn more about it. Can you tell me? Should I treat my friend any differently.

A good friend

Dear Good Friend,

First of all, let me say that you certainly are a good friend because you are trying to find more information about something you don't understand. Learning Disabled students need all the understanding and encouragement they can get. It is very difficult even for the person who has a learning disability to fully understand what is happening. The main reason is that there are many different characteristics of learning disability, and there are no two people who exhibit the disability in the same way.

Perhaps more accurately, a learning disability could be called a "learning difference", because these students have their own special way of learning. Our brain acts somewhat like a computer: input - processing of information - output. Information enters our brain through the ears (hearing) and eyes (sight). Our brain then processes, organizes, sequences, understands and stores this input. When needed, we then pull out and express this information through language or motor activities.

That's quite a lot to understand, so here is an example of how it feels to read when you have a visual perception learning disability: E ach ch ild mitha le arminp disadility is am iubiuibnal het sime g ene ral chara cter isti s bo exist: He or sye has averape or above averape imtellipence: so me of the sywto ws appear to de - bi or bers of wotor activ ity, disorbers of berceptiou;bisorbers o f coucegtion; disorers o f attentiou; disorbers or wewory. Wyat mete sowa of yo r fe elings or thou ghts mile a teempting to r ea b tyis?

What were some of your feelings while attempting to read this? Perhaps you felt frustrated. Frustration is a feeling many learning disabled students have. TRANSLATION: (Examples in parentheses) Each child with a learning disability is an individual, yet some general characteristics do exist: He or she has average or above average intelligence; some of the related skill symptoms appear to be - disorders of motor activity (poor handwriting), disorders of perception (reversal of letters), disorders of conception (example - subject-verb agreements), disorders of attention (poor listening skills), disorders of memory (can't remember facts).

There is much to learn about learning disabilities. Two good books for people your age are: "Kids Come in Special Flavors", by Pat and Joan Martin and "The Survival Guide for Kids with LD", by Gary Fisher.

You asked if you should treat your friend any differently. The answer is, no. But, by understanding what a learning disability is, you will be able to help your friend understand that he/she is not retarded, crazy, or lazy, but just struggling to process all the new information he/she receives in a meaningful manner.

School can often be a sad and unsuccessful experience for the learning disabled student. It is most important for each of you to remember to be good friends. It doesn't really matter how good your friend's handwriting is, or how many historical facts can be recited. What does matter is that your friend laughs with you, not at you and shares your worries, as well as your pleasures.

When you're grown up you want to be someone people can count on, whose word is good and who can keep promises. Being a good friend, is something a learning disabled child can do well.

(The response was written by this Practicum Project author.)

(C) Coping, Organizing, Problem Solving, and Planning

Goal: To develop skills in coping, organizing, problem-solving and planning.

Objectives: To practice the technique of brainstorming.

To identify areas of personal stress, stress indicators, and solution strategies.

To acquire strategies for right and left brain learners to improve study skills.

To examine how personal time is used and determine what changes are needed.

To acquire information about decision-making.

To acquire information about goal-setting.

To understand the importance of responsibility.

Materials: All Activity Sheets listed by letter. Specific materials are listed on the Activity Sheet as needed.

Activities:

1. Explain that brainstorming is the sharing of all ideas as they come into the mind. These ideas

may be fantastic, fair, or frivolous; it does not matter. The goal is to generate ideas. Just for fun, practice brainstorming, "How many different ways can you use an eraser?". Show one to the class and let them brainstorm. Teacher writes ideas on board.

2. Share and discuss the definition of stress by using this formula: (STRESSOR + PHYSICAL REACTION - ACTION = STRESS). Have students complete the Activity Sheet (26) "Stressors". Then, designate three areas in the classroom 1, 2, and 3. Have students share their answers after you read the stressor by going to area 1 (very stressful), 2 (somewhat stressful), or 3 (not stressful). The students will be able to visually see that some activities cause stress for some,while not for others.

3. Complete the Activity Sheet (27), "Stress".

Brainstorm methods of alleviating stress. Be sure to include humor, exercise, rewarding yourself, guided imagery, and just for fun activities. Role play managing a stressful situation from Activity Sheet (27).

4. Have students complete the "How I Spend My Time", Activity Sheet (28) and then answer the three questions that follow. Share results in small groups. Then, have group spokesperson report to the class.
5. Have students complete and score their Self-Rating Study Habits Inventory. Activity Sheet (29).
6. After reviewing Activity Sheet (30), Study for Success, have students monitor their study habits for one week using Activity Sheet (31), "How Am I Doing?" After one week, have students share results in small groups and then

report areas for suggested improvement to the class.

6. Have students individually complete the "Start Your Engine" Activity Sheet (32). Then, have the small group discuss Suggestions for the Right Brain and Left Brain Learner, Activity Sheet (33). Students will then find a Brain Buddy (student with matching brain hemispheric mode) to complete the "It Works For Me" Activity Sheet (34). Meet individually with teacher to discuss results.

7. Just as everyone has a unique learning style, teachers have a personal teaching style. Learning to recognize a teacher's style will help students adapt to each teacher's particular demands and to work well with even those teachers they may not like. Did you know that left brain students see right brain teachers as

disorganized and fuzzy when really they make important and meaningful relationships that other teachers might not. Right brain students see left brain teachers as uncaring and picky about details. As a result, right brain students might miss valuable information. Have students figure out their teacher's style by completing the "My Teacher's Style", Activity Sheet (35). Decide and discuss whether most students see a particular teacher in the same manner.

8. Review the "Problem Solving Model", Activity Sheet (36). In small groups, choose one of the situations from Activity Sheet (37) to role play using the problem solving model and/or create a problem solving cartoon.

9. In four small groups according to learning style, complete Stranded, Activity Sheet (38). Have group spokespersons share results with the class

and evaluate decision-making.

10. Review and discuss Activity Sheet (39), Some Thoughts on Goals and Planning. Run this off on cardstock for students to decorate and use as a bookmark. Discuss using an assignment sheet Activity Sheet (40).

11. Using the Daily Goal-setting Activity Sheet (41), have students set and try to make daily personal goals.

12. If successful at daily goals, let students try setting weekly goals for themselves. Use the Ladder to Success, Activity sheet (42) and Goal Card, Activity Sheet (43).

13. Coping, problem-solving, organizing, and planning enable students to develop a sense of responsibility. Have students conclude this section with the "Be Eggs-tra Responsible!", Activity Sheet (44). Discuss the experience and

relate to real life responsibility. Brainstorm characteristics of a responsible person. Using the appropriate computer software, have students develop a crossword puzzle or word search with these words. Disseminate to regular education teachers.

Section C, Activity Sheet 26

Stressors

Place a "0" by the situation that would not be stressful for you.
Place a "1" by the situation that would be somewhat stressful for you.
Place a "2" by the situation that would be very stressful for you.

_______ 1. Getting your report card.

_______ 2. Admitting you made a mistake.

_______ 3. Trying something you've never done before.

_______ 4. First day of school at a new school.

_______ 5. Talking in front of the class.

_______ 6. Taking standardized achievement tests (CAT)

_______ 7. Being home alone.

_______ 8. Camping in the woods.

_______ 9. Spending the night away from home at a friend's house.

______ 10. Being expected to make good grades.

______ 11. Being asked a question by the teacher and not knowing the answer.

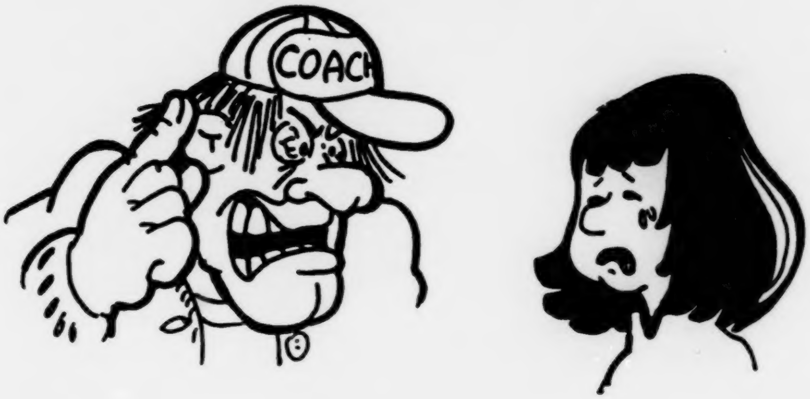
______ 12. Not being able to buy a toy or clothes you want very much.

______ 13. Failing to make the winning point in a game that your team loses.

______ 14. The future.

Section C, Activity Sheet 27

STRESS



Something that causes me stress is:______________________________

____

Circle the things you experience when you are feeling stress:

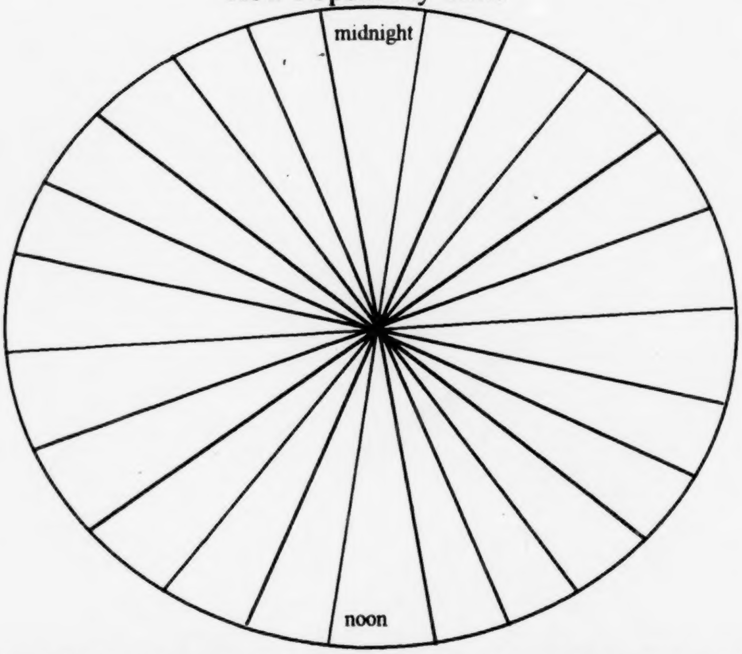
stomach ache headache clenched teeth sore neck

red face sweaty hands making noises chewing lips

others____

Section C, Activity Sheet 28

How I Spent My Time



Each section of the circle represents one hour of the day. Mark off the circle in sections showing the amount of time you spend doing various activities throughout the day. You may split a section in half or even smaller to indicate a half hour or less. Make a color code to explain your use of time.

Complete each of the following questions:

1. I learned that I spend the most hours ______________________________

   ____

2. I learned that I spend the least amount of hours ____________________

   ____

3. I need to spend more time on ____________________________________

Section C, Activity Sheet 29

Self-Rating Study Habits Inventory

Read each of the following questions carefully and put a check in the column that makes the statements true for you.	Almost Always	Sometimes	Very Seldom
1. Do you make a schedule of your study time?			
2. Do you follow it?			
3. Do you write down each day's assignments?			
4. Do you review the lesson before you start the next?			
5. Do you begin your work at once without wasting time?			
6. Do you do your homework before watching TV or participating in social activities?			
7. Do you stick to each lesson until it is finished?			
8. Do you keep your mind constantly on your work without daydreaming?			
9. Do you read difficult parts of your lessons the second time?			
10. Do you outline or take notes when you read your lessons?			
11. Do you finish ALL of every assignment?			
12. Do you look up all new words?			
13. Do you study in a quiet place at home?			
14. Do you keep a record of grades?			
15. Do you bring work back to school?			

Now score yourself as directed.
Each check in the "Almost Always" column counts 10.
Each check in the "Sometimes" column counts 5.
Each check in the "Very Seldom" column counts 0.
130-150 = Good study habits 120-129 = Satisfactory Below 120 = Help!

Section C, Activity Sheet 30

Study for Success

Organization

Organizing Materials

1. Get a book bag/back pack.
2. Carry your school materials in a three-ring binder, including completed work.
3. Maintain a home study space that is quiet.

Organizing Study Time

1. Make a daily schedule and list times for studying and other activities (see your time wheel).
2. Keep an assignment sheet listing due dates for assignments and tests. Put these on a calendar at home.
3. Complete assignments on time and remember to turn them in to the teacher.
4. Break a big project into smaller ones. Start early.

Self-Management

Getting Motivated

1. To get good grades in school, you need to work.
2. School success is important.
3. Think positively.
4. Reward yourself when you do well.

Staying Calm and Alert

1. Focus your attention.
2. Get plenty of rest and exercise.
3. Use relaxation techniques such as deep breathing and muscle relaxation.
4. Set reasonable standards and goals.

Getting Help with Schoolwork

1. When you are stuck, determine if you have done everything you can do to help yourself.
2. Talk to your parents, classmates, teacher, or other people if you need help.
3. Study with good study buddies.
4. Accept tutoring in areas where you need help.

Section C, Activity Sheet 31

How Am I Doing?

Study Habits Checklist

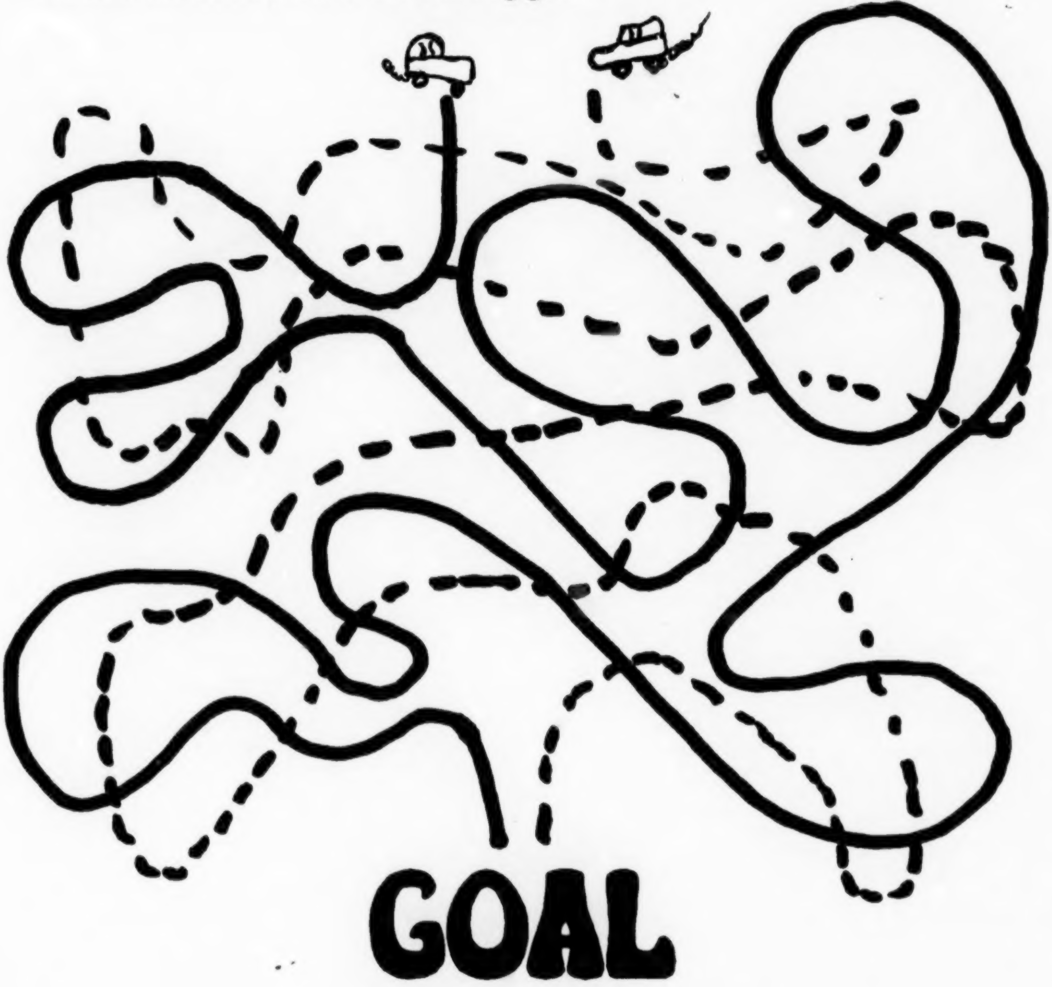
Directions: Over the next 5 days, keep a record of your study habits by placing a check mark beside each study habit you do. Be honest!

Study Habits	Mon.	Tue.	Wed.	Thur.	Fri.
1. Have materials ready before starting.					
2. Have special place to study with good lighting.					
3. Plan a specific time to study beforehand.					
4. Often ask for help with assignments.					
5. Listen to music or watch TV while studying.					
6. Stick to an assignment (even if it's hard) until all work is completed.					
7. Allow people or things (phone, door bell, pets) to interrupt you while studying.					
8. Take a short break after 30 minutes of work.					
9. Check work carefully.					
10. Put work and materials where you will remember to bring them to school.					

Seciton C, Activity Sheet 32

Start Your Engines

Follow the solid line to the learning goal.
Follow the broken line to the learning goal.



Is it all right to get to the same place using different roads?

Section C, Activity Sheet 33

Suggestions for the Right Brain Learner

In the Classroom

1. Join a group work with a left brain person to help you stay focused and keep on task.
2. Organize individual projects and assignments in separate sections of a notebook, so you can find your place easily and pick up where you left off.
3. As you are listening or reading, jot down key words so later on you can recall an idea.
4. When taking notes, just write without trying to make sense as you go. After the lecture, re-read your notes and you'll probably get the overall picture.
5. If the teacher is wearing something or doing something that distracts you, make a conscious effort to ignore all but what is said.
6. Concentrate on remembering ideas by relating them to each other.
7. Assume the teacher really likes you, but is too shy or busy to say so.

In Studying and in Homework

8. Study in blocks. Use mapping techniques.
9. Use personal examples to remember key points or details.
10. Write down the instructions when they are given. If in doubt, check with your teacher immediately.

Section C, Activity Sheet 33 (continued)

11. Have a daily goal sheet. Check with a classmate (left brain).

12. Read the questions at the end of the chapter, mark passages where the answer can be found or jot the page number down.

Are You Already Doing This?

13. Math - Try making the problems meaningful by using names of people you know.

14. Spelling - Try practicing all the words and then concentrate on only the ones you missed.

15. Reading - Skim the whole story, then read the questions at the end of the chapter.

16. Projects - Force yourself to block out a regular time to work. Set personal deadlines. Make friends with a left brain person to help keep you on track.

In Tests

17. Focus on key words (always, never, frequently, any conditional word or phrase) that will make the answer false.

18. Clarify your thoughts on essay tests so you won't ramble. Outline or list first.

19. In multiple choice questions, cover the answers with your hand and decide what the right answer is. Then, uncover the answers and choose the one closest to your original answer.

20. Go with first instinct. Pace yourself. Come back to difficult questions later.

Section C, Activity Sheet 33 (continued)

Suggestions for the Left Brain Learner

In the Classroom

1. In note taking, don't try to write down every word. Get the main points. Check your notes with other students to make sure you've got the right information.

2. Try not to get annoyed when a teacher gives personal examples.

3. Pull ideas and people back on track by saying things like, "in other words, you're saying..." or "so that means that...".

4. Use mapping techniques (write down a key idea, circle it, then branch out from it, and write other key words that relate).

5. Just listen to the teacher give the whole picture first, then wait for the teacher to begin again with the first step. If that doesn't happen, ask specific questions.

6. Set goals for yourself; record your progress.

7. Focus on your part on the team. What do you add?

In Studying and in Homework

8. Clarify assignments with the teacher before beginning. Ask the teacher if you can do an assignment a particular way, beforehand.

9. Make up your own questions about a reading assignment.

10. Skim reading assignments before actually reading it; look at the pictures. Ask yourself, "What's this about? What's the

general idea?".

11. Ask yourself why this is useful to you. Think about a personal example which illustrates how you could use the concept.

Are You Already Doing This?

12. Math - You usually excel.

13. Spelling - Break the spelling list into small sections and memorize one section at a time.

14. Reading - Keep a paper handy to jot down words you don't know or mark the paragraph so you can go back and read it again.

15. Projects - Keep a daily assignment sheet. Break long projects into steps.

On Tests

16. On true-false tests focus in on key words like always, never, frequently, or any conditional word or phrase. This makes the answer false.

17. In your notes, list the main facts related to the question, look for ways to relate these. Show how they connect to each other. This will help to write an essay answer.

Section C, Activity Sheet 34

It Works For Me

Name: ______________________________

1. I am mostly a ______________________ brain learner.
2. In the classroom, my biggest problem is ______________
____
____
3. It might be helpful if I ______________________
____
4. While doing homework, I have the most trouble __________
____
5. It might be helpful if I ______________________
____
6. The most difficult test for me to take is ______________
because ______________________________
7. Something I could try so that I might do better is __________
____

Section C, Activity Sheet 35

My Teacher's Teaching Style

Circle one from either side for each number, not both.

1. Practical room with charts, maps, visual aids that relate to what is being taught.	1. Classroom full of posters, decorations, maybe even comfortable furniture.
2. Hands out a list of class rules and requirements.	2. Rarely hands out a list of rules.
3. Students are expected to know the rules which are enforced consistently.	3. Rules are learned as you go along.
4. Does not really want to know about the personal lives and experiences of their students. Does not share information about themselves.	4. Wants to know the student personally and shares own experiences.
5. Wants students to maintain high standards and expectations.	5. Self-esteem is important.
6. Stresses individual work.	6. Team work and competition are important.
7. Feels it is enough for the student to feel good inside for a job well done. Few rewards.	7. Offers external rewards like stickers, pizza parties, or free time.
8. May appear unfriendly and reserved.	8. Gives lots of verbal praise for a job well done.
9. Teaches concepts one at a time.	9. Relates concepts being taught to others.
10. Teaches each concept thoroughly before moving on to the next.	10. Likes to work with several facts or ideas at a time.
11. Focuses on details.	11. Generalizes to give students the big picture.
12. Analyzes and emphasizes underlying ideas more than simple facts.	12. May overlook details.
13. Stresses practical use of information.	13. Values imagination and creativity.
14. Likes lectures and written assignments.	14. Likes group work and class discussion. Feels hurt if no one wants to participate.
15. Does not give a lot of compliments. Grading is constant.	15. Uses + and - to soften the grade.
Total______________	Total______________

Problem - Solving Model

1. State the problem
2. List as many solutions as you can.
3. Consider the advantages and disadvantages.
4. Choose the best solution.
5. Try it.
6. Think about how it worked.

Section C, Activity Sheet 37

Making Decisions

Brainstorm:

Solutions
Advantages/disadvantages
Choose best solution
Role play
Are you satisfied with the result of your decision? YES or NO

Situations

1. You want to wear your sister's new belt to school but you didn't ask her and she has already gone...

2. A book report is due tomorrow for Mrs. Smith but you want to go to the Fair. Joe, your friend, has one from last year which he says you can use...

3. Friday night is Mom's birthday and you always have a little party but your friend has invited you to go camping...

4. The biggest baseball game of the year is Saturday but Mom says you can't play unless you get a good grade on your math test this week...

5. A friend just told you that Sue's parents are getting a divorce. You can't wait to tell someone. Sue always thinks she's so special.

6. You told Darlene you would go to her party on Saturday but your best friend just invited you to the beach Saturday for a cookout...

7. Dad asked you to mow the lawn before he got home but there was a great after school special on TV. Dad just pulled into the garage...

8. Mom and Dad want to go out on Saturday night to celebrate their anniversary so you must baby-sit for your little brother. Your friend just called to invite you to go to the Fair on Saturday. He's not sure when you will come home...

9. Mom said if you didn't have too much homework tonight you could go swimming at the YMCA. You have two big tests tomorrow and report cards are only a week away.

10. Bob, your brother, has tennis lessons every Saturday morning so you get stuck with all the chores. It isn't fair but you know Mom shouldn't have to do it all...

11. Your cousin from New York is coming to visit. She is such a nuisance and always makes a mess in your room...

12. You are invited to stay overnight with a new friend. He's a lot of fun but you have heard stories about him doing things you know would get you in trouble...

Section C, Activity Sheet 38

Stranded

Mr. Smith is the leader of a group of students traveling to Oregon by plane. The plane develops engine problems over the Rocky Mountains and is forced to make an emergency landing on a remote, snow-covered area. The radio is damaged during the landing so there is no contact with the outside world.

Mr. Smith and the students volunteer to leave the plane and search for help. They decide to take only five things with them to avoid carrying extra weight.

Let's pretend that we are the students who will be searching for help. Our job is to decide what five things to take with us. Here are the things we have to choose from:

1. 10 feet of rope
2. a box of matches
3. a flashlight
4. one gallon of water
5. a large blanket
6. a box of food
7. a shotgun
8. a compass
9. a pair of binoculars
10. a first aid kit

Section C, Activity Sheet 39

Some Thoughts on Goals and Planning

1. Think on paper - it helps when you see it!
2. Set daily goals and priorities and follow through.
3. Planning time is decision time - use it for deciding, not dreaming!
4. Don't be afraid of making mistakes. One not making mistakes is not doing much worthwhile!
5. Establish a yearly calendar to set on your desk.
6. Set mini-deadlines, not one big final deadline.
7. Do something each day toward something you most want to accomplish in your lifetime!
8. Build in rewards to keep you going.
9. Do tough tasks at prime time (when you work best).
10. Clarify what you want to do before deciding how to do it.
11. Give yourself daily think time.
12. Before you go to sleep, plant a mental suggestion to help you get started the next morning.
13. Finish as many things fully as you can. It's a great feeling to be able to check off completed tasks!
14. Do your best and call it a **SUCCESS**!

Section C, Activity Sheet 40

Assignment Sheet

Name______________________________ Week of_____________

	Monday	Tuesday	Wednesday	Thursday	Friday
MATH					
Homework					
SCIENCE					
Homework					
LANGUAGE					
Homework					
SOCIAL STUDIES					
Homework					
READING					
Homework					
SPELLING					
Homework					
PARENT SIGNATURE					

Section C, Activity Sheet 41

Daily Goal

This is my goal for today:

I ____

____

This is me making my goal.

How I did.

☐ I did not make my goal today.

Maybe I will make my goal tomorrow if I ____________________

____

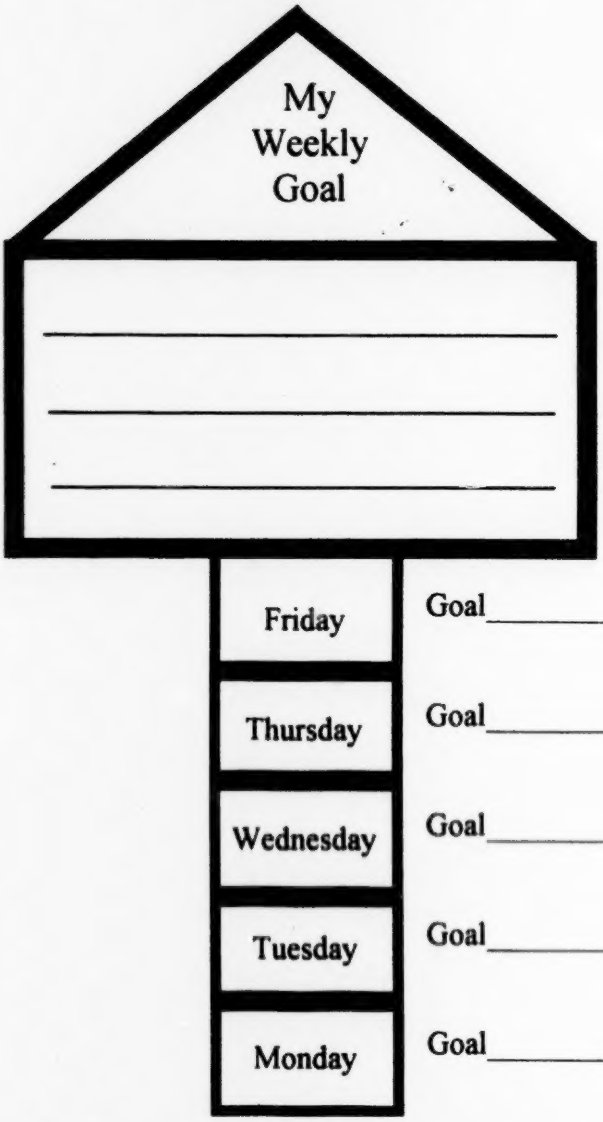
☐ I made my goal.

Tomorrow, my new goal will be: __________________________

Signed__________________________ date ______________

Section C, Activity Sheet 42

Ladder to Success


My
Weekly
Goal
Friday
Thursday
Wednesday
Tuesday
Monday

Goal________________

Goal________________

Goal________________

Goal________________

Goal________________

Color the step if you successfully completed your daily goal.

Goal Card

Weekly Goal

I want________________________________

____

Things/people I need________________________________

____

Monday I will________________________________

Tuesday I will________________________________

Wednesday I will________________________________

Thursday I will________________________________

Friday I will________________________________

Weekly Progress

	Made It	Almost	Missed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Section C, Activity Sheet 44

Be Eggs-tra Responsible!

Directions: The student will:
be responsible for the 24-hour care of a raw egg.
describe what it is like to be responsible for the care of another.

Materials: Raw eggs (one per child), and colored magic markers

Directions: Let the students know that they are going be responsible for the care of something very fragile for one entire day and night. They will be given a raw egg to take with them everywhere for the next twenty-four hours.

Let the students decorate the eggs with magic markers, making sure not to break them. Have them name their eggs, and treat them like special friends.

Tell the students they must take the raw egg everywhere they go for the next twenty-four hours. They can put it on the table while they eat or put it on the nightstand while they sleep, but they may not hide it. It is their responsibility to protect the egg from harm and even keep it company. Bring it back to class tomorrow and share how you kept your egg safe.

Discuss the experiences the students had protecting their eggs. Ask:

What did you do to protect your egg during your daily activities?
What did you say to other people about your egg?
How did you feel about being in charge of something so weak for a whole day?
What did you learn about being responsible while doing this activity?

(D) Evaluation

Goal: To evaluate one's level of social and emotional awareness.

Objectives:	To have students complete the self evaluation scale. To write comments about the units presented in Project POWER
Material:	Self Evaluation Scale - Activity Sheet (45) Notebook paper or appropriate computer program to write comments.

Section D, Activity Sheet 45

Self-Evaluation Scale

Place an (x) on the scale for each statement below.

	Never	Sometimes	Most of the time	Always
1. I understand what it means to have a learning disability.				
2. I know my learning style and some of my personal strengths and weaknesses.				
3. I can manage myself comfortably at school.				
4. I can manage myself comfortably at home.				
5. I know how to tackle problems and make decisions.				
6. I expect to make mistakes in order to improve.				
7. It's O.K. not to be able to do everything well.				
8. I accept that I can change some things, but I cannot change other things.				
9. I know ways to feel better when I feel a lot of stress.				
10. I know how to manage teasing and feeling embarrassed.				

Attachment B

Student Comments on Project POWER

Dear Mrs. S[redacted]

Thank you for coming and working with us. It was very nice for you to do that for us. I learned alot about myself. I could not believe my personality was even slitly like that. I liked making the durticups and paper masks. It was realy fun. Makeing the video was very fun to. I liked cutting out the pitcurs for the back of our maskes. When we made the posters it was also fun. I hope I can still see you when I'm in middle school.

(from [redacted])

BEST COPY AVAILABLE

May 25, 1994

Dear Mrs S[redacted]

Thank you for all the thing you have helped me with. I injoyed lerning about myself. I liked doing camraman and acting to. it was fun. At sometimes it was hard but I got throw it. I realy injoyed you beying with us it was fun. It cool to be right brained. To bad I was not at the mother's day party. It was insterting.

your Acter
[redacted].

BEST COPY AVAILABLE

[redacted] may 26, 1994

Dear Mrs, S[redacted]

brano I liked brano alat mrs susla. I liked dowing the masks. the saps where hard.. I ditint like the grop games. the grop gameswhere hard for my becace I am Left brand. that I am a Leff brand. That I am meat. That I really like you. I know more abot me. Thank you for being her when I need help.

Sincerely

[redacted]

BEST COPY AVAILABLE

May 26, 1994

Dear Mrs. S[redacted]

I enjoyed the game braino
the most. Because I liked the way
it is played. I have learned Alot
about left brain or right brain. Or you
can be hole brain. But the brain I am
is both. I am left brain and right brain.
I think it will help me if some one gets
because you showed us the parts of the brain.
hurt. And I could also be a doctor.

Sencerely, your friend

[redacted]

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Attachment C

Media Coordinator's Letter

Martin County Schools Service Center
2845 S.E. Dixie Highway Stuart, Florida 34997
Telephone (407) 287-6400, Ext. 266 FAX (407) 288-2284
GRAPHICS • MEDIA • REPROGRAPHICS • TEXTBOOKS

July 16, 1994

To Whom It May Concern:

Recently, I had the opportunity to assist Mrs. Brenda Susla obtain the necessary equipment and computer software to implement a Practicum Project in order to fulfill her Specialist Degree requirement for Nova University.

The use of technology was suggested to Mrs. Susla as an interesting vehicle to present her project to learning disabled students. As a result of a recent technology conference held in Tampa, I was familiar with a program called Hyperstudio, which would allow students to generate their own program. I was so impressed with this program that I purchased it not only for Mrs. Susla's use, but for the county as a whole to use afterwards.

Before implementation of her Practicum Project, Mrs. Susla was a novice when it came to computers and technology in general. With the completion of her project, she is now a positive example to other teachers who may be reluctant to become technologically involved. She has acquired valuable experience in the use of a video camera, xap camera, and various computer programs.

Integrating technology into all areas of education is a county-wide goal. The activities completed by Mrs. Susla and her target students will provide a hands-on method of involvement for other teachers. I look forward to using Mrs. Susla as a spokes-person in explaining and demonstrating to others, "how to get involved with technology, and enjoy the rewards of teaching."

Sincerely,

Joe Menard
Coordinator of Media and
Technical Equipment

JM/le